



**VALLEY RANCH ELEMENTARY
CAMPUS IMPROVEMENT PLAN
2014- 2015**

CYNTHIA ARTERBERY, PRINCIPAL

CISD MISSION STATEMENT:

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

- **Performance Objective 1:** Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.
- **Performance Objective 2:** Reframe and prioritize state standards in a way that leads to profound learning.
- **Performance Objective 3:** Align the written, taught and assessed curriculum.
- **Performance Objective 4:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 5:** Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.
- **Performance Objective 6:** Implement a system or systems to assess Future-Ready skills.
- **Performance Objective 7:** Integrate Future-Ready learning skills within the district.
- **Performance Objective 8:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 9:** Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.
- **Performance Objective 10:** Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.

STRATEGIC OBJECTIVE/GOAL 2: 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:** Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, and School Pride consistent with the terms of the TEC Section 29.906.

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

- **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:** Create a system to communicate foundational and future-ready skills for each learner.
- **Performance Objective 3:** Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.

STRATEGIC OBJECTIVE/GOAL 4: 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 1:** Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.
- **Performance Objective 2:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated professional learning program that addresses 21st Century technology skills.

STRATEGIC OBJECTIVE/GOAL 5: We will create a community-based accountability system for reporting learner growth.

- **Performance Objective 1:** Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.

**CAMPUS SITE-BASED COMMITTEE
2014 - 2015 COMMITTEE MEMBERS**

NAME OF PARTICIPANT	COMMITTEE ROLE
CYNTHIA ARTERBERY	PRINCIPAL
MARY MYLES RADKA	ASSISTANT PRINCIPAL
JENNIFER MONTANO	COUNSELOR
SANDRA BRADEN	KINDER TEAM LEADER
EMILY HUBER	1ST GRADE TEAM LEADER
KARLYE HOPSON	2ND GRADE TEAM LEADER
DENISE DANBY	3RD GRADE TEAM LEADER
PARRISH JONES	4TH GRADE TEAM LEADER
KATHLEEN WINFREY	5TH GRADE TEAM LEADER
LAURIE O'NEILL	DISTRICT LIAISON
MYA ANDERSON	PARENT REPRESENTATIVE
MICROSOFT – SCOTT THOMPSON	COMMUNITY BUSINESS PARTNER
CATHY BENNETT	VRE COMMUNITY MEMBER



COPPELL INDEPENDENT SCHOOL DISTRICT

Campus Needs Assessment

List data utilized to identify the needs of your campus

2014 STAAR results

MAP Data

Local assessments

RTI Data

DRA Data

Staff Evaluations

Visioning Document

CISD Learning Framework/Learning Portrait

Parent Survey

Classroom observations

Teacher feedback

District feedback

CISD Strategic Plan/Pinnacle 2020

List the identified needs of your campus derived from data review.

Based on our STAAR/MAP results,

- We will continue to focus on effective math strategies that will allow students to critically think and problem solve.
- We will implement additional Rtl interventions for mathematics.
- We will provide opportunities for teachers to reflect on the data and set specific goals to address areas for student improvement.
- We will continue to implement Write from the Beginning and Beyond, a K-5 developmental writing program.
- Based on MAP results, we will continue to close the achievement gap for our learners.
- We will implement strategies to close the achievement gap of our special education students.
- We will implement strategies to close the achievement gap of our LEP students.

We will provide professional learning opportunities for educators to design projects that include scaffolding opportunities that enhance project design.

We will continue to give feedback through classroom observations, walkthroughs, as well as effective uses of scaffolding.

We will continue to teach through the lens of PBL and provide constructivist learning opportunities.

We will continue to foster a reciprocal relationship with parents, community stakeholders, district liaisons, PBL coaches, content directors to enhance our overall learning environment and the implementation of the Pinnacle 2020 Strategic Plan.

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective #1	Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.							
Summative Evaluation:	Professional Learning Plan for the Learning Framework							
Needs Assess.	Action Step(s)	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR, TELPAS, Pinnacle 2020	Analyze and review data results as a part of professional learning priorities	All	Campus Administrators, Team Leaders, ESL Facilitator	August, 2014	June, 2015	District Data, Individual Campus Data	Selected focus areas documented	
STAAR, TELPAS, Pinnacle 2020	VRE Educators will select a priority for year one implementation with the staff. Scaffolding has been selected as an area of need with lesson design	All	Campus Administrators, District Liaison	August, 2014	June, 2015	CISD Learning Framework	Walkthroughs, MAP Data	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Provide a review of the Learning Framework	All	Campus Administrators, Campus Liaison	August, 2014	June, 2015	CISD Learning Framework	Walkthroughs, Educator Surveys	

<p>Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data</p>	<p>Provide opportunities for VRE educators by creating professional learning opportunities that build capacity for implementation in the design and instruction process.</p>	<p>All</p>	<p>Campus Administrators; Campus Liaison</p>	<p>August, 2014</p>	<p>June, 2015</p>	<p>Local funds for PLC work, BLC, 2015, District math/science adoption training, Region 10, PLC's</p>	<p>Documentation of meetings with educators, Walkthroughs, Lesson Design</p>	
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Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective #2	Reframe and prioritize state standards in a way that leads to profound learning.							
Summative Evaluation:	Updated Curriculum aligned to the New Standards and Adoptions; Prioritized Standards							
Needs Assess.	Action Step(s)	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educators Survey Feedback; Visioning Document; Pinnacle 2020 Committee Strategic Plan	Participate with the NTRC to identify and prioritize profound learning standards by collaborating with area districts	All	Campus Administrators; District Liaison	August, 2014	June, 2015	TEKS; Future Ready Outcomes; Local Funds	Identified Profound Learning Standards	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Continue to implement the use of the PBL Framework to design learning	All	Campus Administrators, Team Leaders, Educators, PBL Coaches	August, 2014	June, 2015	PBL Planning Days, Local Funds, Team Meetings	Lesson Designs, Opportunities to bring in outside experiences	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Implement the learning design rubric to provide feedback for unit design	All	Campus Administrators; Educators, PBL Coaches	August, 2014	June, 2015	Learning Design Rubric	Rubrics with feedback given to educators; Lesson design with PBL as well as Constructivist learning provided	

Educators Survey Feedback; Visioning Document; Pinnacle 2020 Committee Strategic Plan	Embed global awareness and international mindedness into unit design	All	Campus Administrators, Educators, iTeam Specialist	August, 2014	June, 2015	iTeam, technology devices; DFW World Affairs Council	Lesson Design, student products, walkthroughs, use of global connections	
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Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective #3	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Documents with the horizontally and vertically aligned curriculum as evidenced in Scope and Sequence; Digital Resources; Balanced Literacy Program							
Needs Assess.	Action Step(s)	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educator Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Implement the math curriculum with the new math standards and new adoption	All	Director of Mathematics; Math Coaches; Math Content Specialist, Campus Administrators	August, 2014	June, 2015	Math Adoption materials, TEKS	Walkthroughs, Observations, Lesson Design	
Educator Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Utilize the math curriculum splash screens with the new adoption	All	Director of Mathematics; Math Coaches; Math content Specialist, Campus Administrators	August, 2014	June, 2015	Math Adoption materials, TEKS	Walkthroughs, Observations, Lesson Design	
Educator Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Utilize the science curriculum splash screens with the new adoption	All	Director of Science; Science Content Specialist, Campus Administrators	August, 2014	June, 2015	TEKS, Science Adoption materials	Walkthroughs, Observations, Lesson Design	

Educator Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Utilize the K-5 Splash Screens to support balanced literacy program	All	VRE Educators, Campus Administrators, ELA Content Specialist	August, 2014	June, 2015	Balanced Literacy strategies, ELA TEKS	Use of splash screens, Lesson Design	
Educator Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Utilize the new math TEKS	All	Math Content Specialist, Campus Administrators, VRE Educators	August, 2014	June, 2015	Math TEKS	Walkthroughs, Lesson Design	
Transformation of Classroom Instruction	Plan grade level PBL units utilizing scaffolding strategies to incorporate TEKS and future ready outcomes	All	VRE Educators	August, 2014	June, 2015	Subs for planning days \$1,200-General Education Funds, iTeam, PBL Coaches, grade level teams, district liaisons	PBL Lesson Design, Walkthroughs, and Observations, integration of technology	
Transformation of Classroom Instruction	Continue collaboration with elementary PBL consortium with surrounding districts	All	VRE Educators, Campus Administrators	August, 2014	June, 2015	Members of North Texas Consortium	Meeting agenda, schedule of visits	

Math MAP/STAAR results, Rtl data	Provide professional learning opportunities for educators focused on information on the new math TEKS and district math adoption	All	VRE Educators, Campus Administrators	August, 2014	June, 2015	New math adoption, math coaches, District math director, campus content specialist, campus administrators	Lesson design, student performance on district benchmarks and state assessments	
Transformation of Classroom Instruction	Incorporate scaffolding activities throughout all lessons	All	VRE Educators, Campus Administrators	August, 2014	June, 2015	District liaison, Campus Administrators and Educators, District Directors	Educator lesson design, PBL Units, technology, walkthroughs	
Transformation of Classroom Instruction	Design Constructivist learning experiences that promote international mindedness/global awareness for learners	All	VRE Educators, Campus Administrators	August, 2014	June, 2015	CISD Learning Design Rubric, CISD Learning Framework, Campus Pedagogy Framework	Lesson designs, walkthroughs, observations	

GTi Transformation of Services for Elementary Learners	GTi Specialist will provide professional learning opportunities that outline the new expectations for our GTi learners and new protocols that have been established by the CISD GTi Committee	All	VRE GTi Specialist	August, 2014	June, 2015	VRE GTi Specialist	Meeting agendas	
District and state assessment data	During instruction design, intervention opportunities for at risk learners grades PreK-5 will be provided	All	Campus AP, Literacy coaches, All VRE Educators	August, 2014	June, 2015	Available online resources, research-based small group curriculum, funds for tutors/computer instruction \$9,084.00-Comp Ed. funds	Data from formative assessments and online resource assessments	

Transformation of Classroom Instruction	Implement PBL units continuously across the curriculum so that all learners are at the beginning, middle, or end of a PBL project at any given time	All	All K-5 VRE Educators, Campus Administrators	August, 2014	June, 2015	Buck Institute, PBL Coaches, CISD Learning Framework, CISD Learning Design Rubric, General Funding and activity funds as needed, \$1,200 – general and activity funds	PBL unit designs, learner products and presentations	
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Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective #4	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Classroom Walkthrough Data, Campus Needs Assessment Rubric; Learner Performance Data; Safeguard Plans and Monitoring Notes.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Time-line End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	VRE Staff will receive narrative writing training	All	Write from the Beginning and Beyond (WFTBB) Campus Trainers; Campus Administrators	August, 2014	June, 2015	Expository WFTBB Materials	Walkthroughs, learners' writing samples	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	VRE staff will continue to utilize a balanced literacy approach related to individual areas of teaching	All	Language Arts Content Specialist, Team Leaders, Campus Administrators	August, 2014	June, 2015	Balanced Literacy Program; Literacy Coaches	Walkthroughs, observations	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All VRE Educators will receive follow-up training in expository writing as appropriately related to their areas of teaching	All	Write from the Beginning and Beyond (WFTBB) Campus Trainers; Campus Administrators	August, 2014	June, 2015	Expository WFTBB Materials	Walkthroughs, learners' writing samples	

Survey data and student performance	Host campus curriculum night, PreK-5 (grade level teams as well as campus administrators)	All	VRE Educators and Administrators	Sept., 2014	Sept., 2014	Campus administrators, VRE Educators, grade level standards based report card video, grade level learning outcomes, campus pedagogy framework, campus data	Formal and Informal feedback, parent knows and need to knows	
Successful Club 21 Integration	Provide a parent meeting for all 4 th and 5 th grade parents to discuss 1:1 implementation procedures and guidelines	4/5 VRE and Lee Learners	4 th /5 th grade educators, IT Specialists, Campus Administrators	Sept., 2014	Sept., 2014	Campus Administrators, Educators, IT Specialists	Lesson plans, student progress, walkthroughs, feedback from parents	
Successful Club 21 Implementation	Work collaboratively with Lee Elementary Educators to implement 1:1 iPad use. Learners will design and implement PBL projects that will include the integration of 1:1	4/5 VRE and Lee Learners	VRE and Lee Campus Administrators and 4 th /5 th Educators, IT specialists, PBL Coaches	August, 2014	June, 2015	iPads, IT Specialists, VRE and Lee Educators and Administrators, District Responsible Use policy, PBL Coaches	Lesson plans, student progress, walkthroughs	
Student performance, state assessment data, district assessment, parent communication, report cards	Design and implement ongoing RtI process that includes data collection and analysis, educator, parent, RtI committee feedback	At-risk Learners	RtI Committee, VRE Educators	August, 2014	June, 2015	State and district assessments, educator feedback, learner performance	Learner progress monitoring data	

Transformation of Classroom Instruction, CISD Learning Design Rubric, VRE Campus Pedagogy Framework	<p>Learning opportunities in the following:</p> <ul style="list-style-type: none"> -Math Intervention Strategies -Write from the Beginning and Beyond -Thinking Maps -Formative Assessments -Questioning Strategies -MAP (Measures of Academic Performance) -CISD Learning Framework -Science through FOSS Kits and Discovery Learning -Club 21 iPads 	All VRE Learners	Campus Administrators, Counselor, Educators, District Liaison, Director of Assessment	August, 2014	June, 2015	Campus Administrators, Counselor, Educators, District Liaison, Director of Assessment, WFTBB Training Materials (district funded), CISD Learning Framework and Learning Design Rubric, VRE Campus Pedagogy Framework, school data, Key Math	Lesson Design, walkthroughs, learners products	
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Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
Performance Objective #5	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences							
Summative Evaluation:	Database with partnerships formed							
Needs Assess.	Action Step(s)	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	Establish and continue to solicit partnerships to support authentic and field based learning experiences for VRE Educators and Learners	All	Director of Marketing and Business Partnerships; Campus Administrators and Business Partners	August, 2014	June, 2015	Partners as mentors, partners as resources	Level of involvement with our partners	

Pinnacle 2020 Committee Strategic Plan	Provide a day in the life at Microsoft headquarters with educators to understand the role of technology with real world experiences and the connection of learning outcomes.	All	Microsoft employees and Campus Administrators	August, 2014	August, 2014	Microsoft headquarters and employees	Lesson designs which will include real world opportunities as responsible, digital learners	
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Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective #6	Implement a system or systems to assess Future-Ready skills.							
Summative Evaluation:	Lessons designed with FROS embedded in all content areas; Rubric used to evaluate FROS							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	Review Future Ready Outcomes (FROS) for the district	All	Campus Administrators	August, 2014	Sept., 2014	District Future Ready Outcomes and resources listed in the Learning Framework	Observations, walkthroughs, Lesson Design	
Pinnacle 2020 Committee Strategic Plan	VRE will revise rubrics for the campus FROS to be used in assessing learning.	All	Campus Administrators, Educators, PBL Coaches, District Liaison	August, 2014	Sept., 2014	District Future Ready Outcomes and resources listed in the Learning Framework	Rubrics, Observation, Lesson Design	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective #7	Integrate Future-Ready learning skills within the district.							
Summative Evaluation:	Learning Framework; Campus Communication; Units and Lessons Designed							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee, Strategic Plan	VRE will utilize campus-based FROS and rubrics	All	Campus Administrators, Educators, PBL Coaches	August, 2014	June, 2015	District Learning Framework, Campus Rubrics	Lesson Design, Walkthroughs	
Pinnacle 2020 Committee Strategic Plan	Inform VRE stakeholders on the use of campus-based FROS to develop the whole child	All	Campus administrator, Educators	August, 2014	September, 2014	VRE Webpage, Campus Newsletters and Updates, Learning Framework, VRE and PTO Weekly Newsletters, Teachers' Virtual Communications	Lesson Design and Walkthroughs	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective #8	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Survey Data from stakeholders; Projects							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	Coordinate national and international curriculum projects to align with campus initiatives	All	Campus Administrators and Educators	August, 2014	June, 2014	Campus Activity and General Ed Funds (\$1,300), Partnerships	Established Campus Feedback, Lesson Design, Student Projects, Virtual Connections	
CISD Learning Framework	Present and maintain campus sustainability plan through gardening, ecology, and recycling programs	All	Campus Sustainability Representative, Campus Administrators, VRE Educators and Learners, VRE Stakeholders	August, 2014	June, 2015	PBL Projects and resources in media center, community resources i.e. speakers	Student/ Educator feedback, learners, walkthroughs, products from the garden	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective #9	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
Summative Evaluation:	Evidence of systems transformed and STAAR, TELPAS, and MAP data; Stakeholder Surveys;							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educators Survey Feedback, Pinnacle 2020, Committee Strategic Plan, STAAR Data; TELPAS Data; MAP Data, Walkthroughs	Provide training and implement professional development for educators to support the understanding and participation of the New Educators Evaluation process in CISD	All	Campus Administrators, District Liaison	August, 2014	September, 2014	Educator Evaluation System	Training Module, Sign in sheets, Electronic Version of Evaluations, Goal setting, Observations	
Educators Survey Feedback, Pinnacle 2020, Committee Strategic Plan, STAAR Data; TELPAS Data; MAP Data, Walkthroughs	VRE learners will participate in learner goal setting protocols, self-monitoring tools, and instructional feedback forms to give ownership and empower learners in their learning	All	Campus Administrators, Educators, Team Leaders	August, 2014	December, 2014	Student Led Conferencing Reference Materials	Protocols, Self-Monitoring Tools and instructional feedback forms	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective #10	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.							
Summative Evaluation:	Administrator Survey Results; Learner Achievement;							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; TELPAS Data; MAP Data	Provide professional learning for educators on the effective use of data and assessment tools to inform the design	All	Director of Assessment, Data Specialist, Rtl Team, Counselor, Campus Administrators, ESL Facilitator	August, 2014	June, 2015	Assessment Tools; STAAR Data; TELPAS Data; MAP Data; PEIMS Data	Student Achievement, Lesson Design	
STAAR Data; TELPAS Data; MAP Data, Walkthrough Data	Provide VRE Educators training on differentiation between screeners and diagnostic tools and how to utilize each to inform decisions	All	Rtl Teams, Campus Administrators	August, 2014	June, 2015	Data from Aware, STAAR, MAP	Student Achievement, Lesson Design, Walkthroughs	
STAAR Data; TELPAS Data; MAP Data, Walkthrough Data	Establish Campus Data Teams to analyze data to drive instruction	All	Campus Administrators, Data Specialist, VRE Educators	August, 2014	Sept., 2014	Data from Aware and Campus Data	Student Achievement, Lesson Design, Walkthroughs	

STAAR results, Rtl data, grading system, parent survey, MAP data,	Implement campus data meetings to analyze data and identify gaps in achievement	All VRE Educators	VRE Educators, Administrators, Director of Assessment	Sept., 2014	June, 2015	Aware Data, Educator input, Rtl data, Elements of Grading by Douglas Reeves, Parent Feedback	Various assessment results, educator feedback	
Survey data and student performance	Host fall and spring informational parent Lunch and Learn/ Breakfast Meeting	VRE Parents	Campus Administrators	Oct., 2014	May, 2015	VRE Educators, VRE Learners, Campus Administrators	Parent Knows and Need to Knows	
STAAR Results System Safeguards	Address the system safeguards	VRE Learners	Core Content Director, Campus Administration, Assessment Department	Sept., 2014	May, 2015	Core Content Director, Campus Administration, Assessment Department, TEKS	Various assessment results, educator feedback, 2015 STAAR Results, Formative and Summative Assessments throughout the year	

Strategic Objective/Goal 2:	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
Performance Objective #1	Increase educator proficiency to respond to our diverse community of learners.							
Summative Evaluation:	Walkthrough data; Learner Achievement data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; TELPAS Data; MAP Data, DRA Data	Provide opportunities for responsive teaching training to VRE Educators	All	Campus Administrators, ESL Educators and Facilitator	Sept., 2014	June, 2015	ESL Strategies and resources, media center resources, PBL designs with a cultural piece; Dallas World Affairs Council	Classroom lesson design, environment, relationships, walkthroughs	
STAAR Data; TELPAS Data; MAP Data, DRA Data	Create a customized plan for all learners who did not advance one level on TELPAS	ESL Learners	ESL Facilitators and Educators, Campus Administrators	August, 2014	Sept., 2014	ESL Facilitator; TELPAS Data	Customized Plans and Student Achievement	
STAAR Data; TELPAS Data; MAP Data, DRA Data	Conduct formal and informal walkthroughs in classrooms with ESL learners with a focus on sheltered instruction strategy implementation to give feedback to educators on the integrity of strategy implementation	ESL Learners	ESL Facilitators and Educators, Campus Administrators	Sept., 2014	May, 2015	Sheltered Instruction Strategies	Walkthrough Data, STAAR Data, TELPAS Data, MAP Data, Lesson Design, Student Achievement	

Strategic Objective/Goal 2:	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
Performance Objective #1	Increase educator proficiency to respond to our diverse community of learners.							
Summative Evaluation:	Walkthrough data; Learner Achievement data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan, Authentic data from STAAR/MAP/TELPAS	Meet in Professional Learning Communities to collaborate on a regular basis to ensure rich learning experiences for diverse learners	All VRE Learners	Team Leaders, Campus Administrators	Sept., 2014	June, 2015	Campus educators and administrators; Dallas World Affairs Council	Walkthroughs, lesson design, observations	

Strategic Objective/Goal 2:	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
Performance Objective #2	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect and Courtesy, Responsibility, Fairness, Caring, Good Citizenship, and School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Integrated Digital Citizenship with CISD Character Traits; Parent Survey; Student Satisfaction Survey							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	Integrate the CISD character education program with digital citizenship	All	iTeam Specialist, Media Specialist, VRE Educators	August, 2014	June, 2015	CISD Character Education Program, Digital Citizenship Expectations	Parent Survey, Curriculum Developed, Student Satisfaction Survey, Walkthroughs	
Discipline data, Behavior Rtl	Introduce all educators to The 11 Principles of Character Education which correlates with the Learning Framework	All VRE Educators	Counselor	August, 2014	June, 2015	Character Education Resource Binder	Effectively identifying learners for character recognition	
Discipline data, Behavior Rtl	Train educators and implement Love and Logic for Learners in 3 rd and 5 th grades	3 rd and 5 th grade learners	3 rd and 5 th grade educators, campus administrators, District Behavior specialist	September , 2014	June, 2015	Love and Logic Modules and trainer materials	Walkthroughs, observations, improved student behaviors	

Strategic Objective/Goal 3:	We will foster proactive and reciprocal communication for learner success.							
Performance Objective #1	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.							
Summative Evaluation:	Digital Training Modules; SAMR assessment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent survey data, volunteer records	Continue to create reciprocal relationships with parents and community and increase authentic involvement of all stakeholders	All VRE Stakeholders	VRE Educators and campus administrators	Sept., 2014	June, 2015	Parent Link, campus webpage, VRE PTO	Parent surveys, records of volunteer participation	

Strategic Objective/Goal 3:	We will foster proactive and reciprocal communication for learner success.							
Performance Objective #2	Create a system to communicate foundational and future-ready skills for each learner.							
Summative Evaluation:	Surveys; Communication Systems created							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan, 2013-14 Parent Survey Feedback	Survey parents on the way they prefer communication and consider this as a streamlined system is developed	All	Campus Administrators	Sept, 2014	Sept., 2014	Survey	Survey Results	
Pinnacle 2020 Committee Strategic Plan	Continue to analyze information to be communicated to parents and establish an efficient system of communication	All	Campus Administrators	August, 2014	June, 2015	Parent Input	Analyzing the surveys	

Strategic Objective/Goal 3:	We will foster proactive and reciprocal communication for learner success.							
Performance Objective #3	Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Identified foundational knowledge and future ready skills; System of communication; Survey data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	VRE will communicate foundational knowledge and future ready expectations at parent meetings. Six opportunities will be provided for our stakeholders at various times to communicate and to learn more about the curriculum design at VRE	All	Campus Administrators	August, 2014	June, 2015	Research on future ready skills, all curriculum, campus pedagogy, VRE school initiative plan	Parent Feedback	
STAAR Data; TELPAS Data; MAP Data, Walkthrough Data	Implement K-5 Learner Led Conferences	All	VRE Learners and Educators	Sept., 2014	June, 2015	VRE, Austin, Lakeside and Pinkerton Educators, VRE Learners and Parents, Professional Learning, student conferencing forms	Feedback from parents, students, and educators	

Strategic Objective/Goal 4:	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 #1	Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.							
Summative Evaluation:	Digital Citizenship Curriculum; Aligned Curriculum; Marketing Plan and Resources.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan, Parent Survey, Administrator input	Ensure that all educators and learners receive the attributes and skills required to demonstrate digital citizenship	All	iTeam, Media Specialist, VRE Educators, Campus Administrators	August, 2014	June, 2015	Information Literacy and Digital Literacy modules, TEKS	Walkthroughs, student engagement with technology	
Pinnacle 2020 Committee Strategic Plan, Parent Survey, Administrator input	Integrate the identified skills and attributes into the existing CISD character education program	All	Counselors, iTeam, Media Specialist, VRE Educators, Campus Administrators	August, 2014	June, 2015	CISD Character Traits, Skills and Attributes for Digital Citizenship	Aligned Curriculum, Parent Satisfaction Survey	
Pinnacle 2020 Committee Strategic Plan, VRE Professional Learning Plan	Virtual collaboration of global educators through the Edmodo Community	VRE Educators	Campus Administrator	August, 2014	August, 2014	Technology devices, iTeam Specialist	Walkthroughs, student engagement with technology, implementation of Edmodo	

Strategic Objective/Goal 4:	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 #2	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated professional learning program that addresses 21 st Century technology skills.							
Summative Evaluation:	Assessment tools to evaluate digital citizenship growth; parent, learner, and educator survey feedback.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Transformation of Classroom Instruction	Design more learning opportunities for learner to participate in blended learning experiences utilizing the assistance of iTeam	All VRE Learners	iTeam, VRE Educators, Campus Administrators	August, 2014	June, 2015	iTeam, VRE Educators, PBL planning days	PBL Units	
SAMR Model Evaluation	Design learning opportunities that extend the use of technology beyond the classroom walls	All VRE Learners	iTeam Specialist, VRE Educators, VRE Administrators	August, 2014	June, 2015	iTeam, VRE Educators, VRE Administrators	Walkthroughs, observations, learner feedback	
Transformation of Classroom Instruction	Implement "First Five Days" in developing our learners as creators	All VRE Learners	VRE Educator Leaders, All VRE Educators	August, 2014	August, 2014	Information from BLC, 2014, VRE Educators	Walkthroughs, observations, learner feedback	

Strategic Objective/Goal 5:	We will create a community-based accountability system for reporting learner growth.							
Performance Objective #1	Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.							
Summative Evaluation:	Partnerships with VRE; Long-range facility plan							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educators Survey Feedback, Pinnacle 2020, Committee Strategic Plan, STAAR Data; TELPAS Data; MAP Data, Walkthroughs	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design of learning	All	Assessment Team, Campus Administrators, Educators	August, 2014	June, 2015	Rtl Data, Assessment Data	Student Progress	
Parent Survey, Pinnacle 2020 Strategic Planning	VRE will expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships	All	Campus Administrators, Director of Marketing and Business Partnerships	August, 2014	June, 2015	Needs Assessment and Analysis of Needed Spaces	New Partnerships Created, New Learning Spaces Documented	

Strategic Objective/Goal 5:	We will create a community-based accountability system for reporting learner growth.							
Performance Objective #1	Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.							
Summative Evaluation:	Partnerships with VRE; Long-range facility plan							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Survey, Pinnacle 2020 Strategic Planning	VRE will redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for all learners	All	Assistant Superintendent for Curriculum and Instruction, Administration, Business, and Support Services, Campus Administrators	Sept., 2014	June, 2015	Local Funds, Bond Funds	Redesign plans for learning spaces	
Parent Survey, Pinnacle 2020 Strategic Planning	VRE will continue with systems for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences	All	Director of Marketing and Business Partnerships, Campus Administrators	August, 2014	June, 2015	Local Funds	System for Establishing and Maintaining Partnerships	

CISD DISTRICT IMPROVEMENT PLAN 2014-2015
APPENDIX A: STATE AND FEDERAL MANDATES

Bullying Prevention

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

Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus counselors will be trained as trainers of trainers in the Dallas Children’s Advocacy Center’s training on Recognizing and Reporting Child Abuse.	Region 10	Director of Advanced Academics and Campus Counselors	Training Sign-in Sheets, Training Agendas, and Training Survey Reports
2. All campus staff members will be trained in the Dallas Children’s Advocacy Center’s protocol on Recognizing and Reporting Child Abuse.	Region 10	Director of Advanced Academics and Campus Counselors	Training Sign-in Sheets, Training Agendas and Training Survey Reports
3. All school staff members will follow the CISD Child Abuse Reporting Protocol.	Region 10	Director of Advanced Academics and Campus Counselors	Counselor Documentation

Coordinated Health - SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 4 times per year.	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Minutes, Agendas, Sign-in Sheets
2. The council will provide the CISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Board Agenda – Presentation by SHAC Chairs
3. The majority of the council membership will be parents and the co-chair will be a parent.	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Membership List
4. The district expectation is that a representative from each campus will participate in the committee	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Membership List
5. Communicate SHAC updates to stakeholders including staff and parents.	SHAC Meeting Minutes Provided to Administration for Updates Communicated	Co-Chairs; Director of Enrichment Programs	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, SROs, 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.	PEIMS data, SROs, 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, SROs, Counselors, Parents and Campus Administrators	Director of Advance 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, SROs, 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. Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent of Administration	Discipline Report

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

Drug Prevention

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

Gifted and Talented Program

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

Highly Qualified Teachers and Paraprofessionals

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

3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21 st Century skills.	Title II funds, local funds	Executive Director of HR, Director of Professional Learning, and Communications Department	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II funds, local funds	Executive Director of HR and Director of Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students.	High School Budgets	High School Counselors	Graduation Plans, and Post-Secondary Acceptance Data
2. Students will complete the financial aid process.	High School Budgets	High School Counselors	Student PELL Application Completion Data
3. All 6 – 12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	High School and Middle School Budgets	High School Counselors, and CTE Educators	User Account Report
4. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School Budgets	Counselors	Career Pathway Graduation Plans
Strategies	Resources	Staff Responsible	Evaluation
5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal	Participant Data, and Participant Surveys
6. College and Career Night will be scheduled to offer opportunities for students and parents to visit with college recruiters and businesses.	High School Budgets	High School Counselors	Participant Data, and Participant Surveys
7. College Recruiters will be given a venue to meet with students throughout the school year.	High School Budgets	High School Counselors	Schedule of Recruiter Visits

8. AP and Pre-AP courses will be open-enrollment.	Campus Budgets	Counselors	Number of Students Completing AP Course 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	Student Surveys and Four Year Plans
12. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators	Student Surveys and Graduation Tracker Data
13. Align college readiness assessments and design intervention framework to ensure college readiness for all.	Advanced Academic Budget and Campus Budgets	Curriculum Directors, Campus Administrators and Educators.	Student Surveys and Graduation Tracker Data

Suicide Prevention

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

CISD DISTRICT IMPROVEMENT PLAN 2014-2015
APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

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

Math

Strategies	Resources	Staff Responsible	Evaluation
1. Transition to New State Math TEKS.	State TEKS, and Campus Instructional Math Leads	Director of Mathematics	Articulated Courses Aligned to TEKS.
2. Improve instructional practices through effective evidence-based instruction.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices including partnerships with local financial institutions	Director of Mathematics	Classroom Walkthrough Data, and Learning Design Units
3. Continue Curriculum writing in elementary and high schools, while beginning the curriculum writing process in middle schools.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Vertically Articulated Curriculum

4. Redesign teacher cadres to create district exemplars.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Reflective Journals, Learner Products, and Learner Surveys
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Science

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

Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Create a constructivist conversation regarding Social Studies and the role of inquiry-based instruction.	Inquiry-Based Training	Coordinator of Social Studies	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units
2. Expand the use of virtual learning design K-12.	Virtual Learning Training	Coordinator of Social Studies	Classroom Walkthrough data, and Learning Design Units
3. Expand the use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunes U	Coordinator of Social Studies	Classroom Walkthrough data, and Learning Design Units
4. Create a constructivist dialogue regarding high yield best practices.	John Hattie's Research	Coordinator of Social Studies	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units
5. Leverage partnerships and resources to expand concepts of social studies.	YMCA Youth & Government Program and the O'Connor House resources.	Coordinator of Social Studies	Classroom Walkthrough data, and Learning Design Units

CISD DISTRICT IMPROVEMENT PLAN 2014-2015

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	PBS	Positive Behavior Supports
CISD	Coppell Independent School District	PEIMS	Public Education Information Management System
Comp Ed	Compensatory Education	PST	Promoting Success Team
CTE	Career and Technical Education	Rtl	Response to Intervention
EC	Early Childhood	SCE	State Comprehensive Education
EOC	End of Course	SHAC	School Health Advisory Council
ESL	English as a Second Language	SPED	Special Education
D.A.T.E.	District Award of Teacher Excellence	SRO	Security Resource Officer
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	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		
ISS	In School Suspension		