



VALLEY RANCH ELEMENTARY SCHOOL
CAMPUS IMPROVEMENT PLAN
2013- 2014

CYNTHIA ARTERBERY

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.

CAMPUS IMPROVEMENT PLAN

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

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

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

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

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

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

**CAMPUS SITE-BASED COMMITTEE
2013 - 2014 COMMITTEE MEMBERS**

NAME OF PARTICIPANT	COMMITTEE ROLE
CYNTHIA ARTERBERY	PRINCIPAL
LORIE SQUALLS	ASSISTANT PRINCIPAL
JENNIFER MONTANO	COUNSELOR
SANDRA BRADEN	KINDERGARTEN
MARY RODRIGUEZ	1ST GRADE TEAM LEADER
EMILY COX	2ND GRADE TEAM LEADER
APRIL OWEN	3RD GRADE TEAM LEADER
PARRISH NOLAN	4TH GRADE TEAM LEADER
KATHLEEN WINFREY	5TH GRADE TEAM LEADER
CATHY BROSE	SPECIALS TEAM LEADER/REPRESENTATIVE
HEATHER CATO	DISTRICT LEVEL REPRESENTATIVE
JENNIFER VAN LUVAN	PARENT REPRESENTATIVE
OMNI HOTEL – NICOLLE LUCAS	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.

2013 STAAR results
Local assessments
RTI Data
Parent Survey
Classroom observations
Teacher feedback
District feedback
CISD Strategic Plan
Results of Vision Document Self-Assessment Surveys

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

Based on our STAAR test results,

- We will continue to focus on effective math strategies that will allow students to critically think and problem solve.
- We will implement additional RTI interventions for mathematics.
- We will continue to provide students reading opportunities that allow us to assess student across different reading skills.
- Provide opportunities for teachers to reflect on the data and set specific goals to address areas for student improvement.
- Implement Write from the Beginning and Beyond, a K-5 developmental writing program.

We will provide strategies that will enhance our special education and LEP learners in all content areas.

We will continue to provide local assessments, such as DRA2, to help plan and drive instruction for all students and identify at-risk learners.

We will provide professional learning opportunities for educators to design projects as well as give feedback through classroom observations, walkthroughs, and identifying effective teaching.

We will continue to teach through the lens of PBL and provide constructivist-learning opportunities, as we embed formative assessment, rubrics, and scaffolding activities in planning and design process.

We 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 CISD Strategic Plan.

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Unit plans, lesson plans, student growth and program audit data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Transformation of Classroom Instruction	Plan grade level PBL units to incorporate TEKS and future ready outcomes.	All VRE Educators	VRE Educators, Campus Administrators	8/2013	6/2014	Subs for planning days, iTeam, PBL, Coaches, grade level teams, district liaisons	PBL designs, integration of technology, walkthrough	
Transformation of Classroom Instruction	Continue collaboration with elementary PBL consortium with surrounding districts.	All VRE Educators, Campus Administrators	Principal, District Liaison, Selected Educators	8/2013	6/2014	Members of North Texas consortium	Meeting agenda, schedule of visits	
Math STAAR results, RTI data	Provide professional learning opportunities for educators focused on higher level thinking questions and information on the new math TEKS.	All VRE Educators	Region 10 consultant, Campus Administrators Director of Mathematics	8/2013	6/2014	Bianca Coker, Region 10 Math consultant	Lesson design, student performance on district benchmarks and state assessments	

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Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Unit plans, lesson plans, student growth and program audit data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Transformation of Classroom Instruction	Design Constructivist learning experiences that promote international mindedness/global awareness for learners.	All VRE Educators	All VRE Educators, Campus Administrators	8/2013	6/2014	CISD Learning Design Rubric, CISD Learning Framework, Campus Pedagogy Framework	Lesson designs	
District and state assessment data	Provide small group instruction for at risk learners in grades 3-5.	VRE learners	VRE Educators	1/2014	5/2014	Comp ed funds for tutors (\$2,000.00)	Lesson plans, formative and summative assessments	
GT Transformation of Services for Elementary Learners	GT Specialist will provide professional learning opportunities that outline the new expectations for our GT learners and new protocols that have been established by the CISD GT Committee.	VRE GT Specialist	VRE Educators	8/2013	6/2014	VRE GT Specialist	Meeting agendas	

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Summative Evaluation:	Unit plans, lesson plans, student growth and program audit data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
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 learners	All K-5 VRE Educators, Campus Administrators	8/2013	6/2014	Buck Institute, PBL Coaches, CISD Learning Framework, CISD Learning Design Rubric, General Funding (\$2000), and Activity Funds as needed.	PBL unit designs, learner product	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Unit plans, lesson plans, student growth and program audit data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Survey data and student performance	Host campus Curriculum Night (grade level teams, and with campus administrators).	VRE Parents	All Educators, Campus Administrators	9/2013	9/2013	Campus Admin, VRE Educators, grade level standards based report card Video, grade level learning outcomes, Campus Pedagogy framework, campus data	Informal feedback, parent knows and need to knows	
Student performance, state assessment data, district assessment, parent communication, report cards	Design and implement ongoing RTI process that include data collection and analysis, educator feedback, parent feedback, and RTI committee feedback	At-risk learners	RTI Committee, VRE Educators	8/2013	6/2014	State and district assessments, educator feedback, learner performance	Learner progress monitoring data	

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Performance Objective 2:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Unit plans, lesson plans, student growth and program audit data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
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"> • Character Education • Math Intervention Strategies • Write from the Beginning and Beyond • Thinking Maps • Bundling Math Content and Process Skills • Formative Assessment • Questioning Strategies • MAP (Measures of Academic Performance) • CISD Learning Framework. 	Campus Administrators, Counselor, Educators, Region 10 Math Consultant, District Liaisons, Director of Assessment	Campus Administrators, Counselor, Educators, Region 10 Math Consultant, District Liaison, Director of Assessment	8/2013	6/2014	Campus Administrators, Counselor, Educators, Region 10 Math Consultant, District Liaison, Director of Assessment, WFTBB Training Materials (district funded), CISD Learning Design Rubric, VRE Campus Pedagogy Framework, school data, Key Math(\$1400), Checking for Understanding; Formative Assessment Techniques for Your Classroom Book	Lesson design, walkthroughs, learner products,	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	Communicate the district assessment plan to parents and teachers and report outcomes to parents and collectively to stakeholders.							
Summative Evaluation:	Parent survey, campus parent meeting feedback, educator feedback							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Survey data and student performance	Implement Learner Led Conferences in 4 th and 5 th Grade.	4 th and 5 th Grade Learners and Educators	4 th and 5 th Grade Learners and Educators	9/2013	6/2013	VRE, Austin, and Pinkerton Educators, VRE Learners, VRE Parents, Professional Learning (\$1,360.00 for subs) Student conferencing forms	Feedback from parents, students, educators	
Implement effective grading practices	Continue to use Elements of Grading by Douglas Reeves as a guide for effective grading practice as we implement standards based report cards.	All VRE Educators, VRE Learners	Campus Administrators	9/2013	6/2013	Aware data, Educator input, RTI data, Elements of Grading by Douglas Reeves, Parent	Learner report card, learner products, rubric design, assessments in lesson plan design	
Implement effective grading practices	Implement 4 th grade standards based report cards.	4 th grade learners and educators	4 th grade educators, campus administrators, Director of Elementary Education	8/2013	6/2013	Elementary standards based report card videos, standards based report cards, instructional strategies to support the elements of grading	Parent feedback, educator feedback, standards based report card	
STAAR results, RTI data, grading system, parent survey	Implement campus data meetings to analyze data and identify gaps in achievement.	All VRE Educators	VRE Educators, Director of Assessment	9/2013	6/2014	Aware data, Educator input, RTI data, Elements of Grading by Douglas Reeves, Parent feedback	Various assessment results, educator feedback,	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	Communicate the district assessment plan to parents and teachers and report outcomes to parents and collectively to stakeholders.							
Summative Evaluation:	Parent survey, campus parent meeting feedback, educator feedback							
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 Educator and campus administrators, VRE PTO	9/2013	6/2014	Parent link, campus webpage, VRE PTO	Parent survey, records of volunteer participation	
Survey data and student performance	Host Fall and Spring Informational Parent Lunch and Learn/Breakfast Meeting.	VRE Parents	Campus Administrators	10/2013	5/2014	VRE Educators, VRE Learners, Campus Administrators	parent knows and need to knows	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1:	Promote the development and demonstration of positive character traits.							
Summative Evaluation:	Eduphoria records, online/paper evaluations, walkthroughs, and evaluations of campus needs.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Discipline data, behavior RTI	Introduce all educators to The 11 Principles of Character Education.	All VRE Educators	Counselor	8/2013	6/2014	Character Education Resource Binder	Effectively identifying learners for character recognition	
Behavior RTI data	Implement TeachTown Social Skills Program (Tier 1 pilot program).	Behavior RTI	Counselor, Behavior Services Coordinator	8/2013	06/2014	TeachTown Curriculum, Counselor	Education feedback, RTI data	
Authentically identifying learners of character. Timely and effective feedback for learners	Promote and effectively identify learners who exhibit quality character traits. Counselor will train staff on the selection process. Revisit the why.	All learners	Counselor, VRE Educator, Campus Administrators, VRE Learners	8/2013	6/2014	Character Trait posters, VRE Character Council	Educator observations, campus admin observations	

Strategic Objective/Goal 3:	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses Future-Ready technology skills							
Summative Evaluation:	PBL units, lesson plans, learner products							
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	9/2013	6/2014	iTeam, VRE educators, PBL planning days	PBL units	

Strategic Objective/Goal 3:	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 2	Develop and “green” IT strategy and promote “green” initiatives to reduce costs.							
Summative Evaluation:	Data from energy usage reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD sustainability initiative	Provide professional development that highlights “green strategies” that will allow staff to support the green initiative and reduce costs.	VRE Staff	VRE Educators, District Liaison, VRE Sustainability Committee	9/2013	6/2014	VRE Educators, District Liaison	Monthly energy usage reports	

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

Bullying Prevention

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

Child Abuse & Sexual Abuse Prevention

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

Coordinated Health - SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 4 times per year.	Student Services Budget	Co-Chairs	Minutes, Agendas, Sign-in Sheets
2. The council will provide the CISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs	Board Agenda – Presentation by SHAC Chairs
3. The majority of the council membership will be parents and the co-chair will be a parent.	Student Services Budget	Co-Chairs	Membership List
4. The district expectation is that a representative from each campus will participate in the committee.	Student Services Budget	Co-Chairs	Membership List

Dating Violence Awareness

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

Discipline Management – Safe Environments

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

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Reports
2. Provide information regarding C.A.R.E to students with drug abuse issues and their parents.	YMCA, Counselors, and Campus Administrators	Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Reports

Gifted and Talented Program

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

Highly Qualified Teachers and Paraprofessionals

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

Post-Secondary Preparedness: Admissions & Financial Aid Information

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

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

Suicide Prevention

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

CISD DISTRICT IMPROVEMENT PLAN 2013-2014
APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

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

Math

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

Science

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

Social Studies

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

CISD District Improvement Plan 2013-2014 Acronym Index

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