



Coppel Independent School District
Valley Ranch Elementary

2015-2016

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

CISD DISTRICT IMPROVEMENT PLAN

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

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

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

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

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

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

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

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

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

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

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

Valley Ranch Elementary

NAME OF PARTICIPANT	COMMITTEE ROLE
Cynthia Arterbery	Principal
Mary Myles Radka	Assistant Principal
Cindy Coggins	Kindergarten

Emily Huber	1st Grade
Karlye Hopson	2nd Grade
Katie Kennedy	3rd Grade
Tammie Henderson	4th Grade
Kirsten Chapman	5th Grade
Jennifer Montano	Specials
Laurie O'Neill	Campus Liaison
Mya Anderson	Parent Representative
Microsoft-Scott Thompson	Community Business Member
Cathy Bennett	VRE Community Member

CAMPUS NEEDS ASSESSMENT

List Data utilized to identify the needs of the campus:
<ul style="list-style-type: none"> ● STAAR results ● Rtl Data ● District Benchmark Assessments ● TELPAS Data ● Parent Survey ● Learner Survey

- Educator Survey
- Administrator Input
- Community and Business Partner Input
- Pinnacle 2020 Plan
- Technology Audit
- TPAR Index 1, 2, 3, and 4
- Highly Qualified Survey
- Educator Evaluation (Walkthroughs, Formal and Informal Evaluation)
- Attendance
- Discipline
- Formative Assessments
- District Feedback
- Learning Framework
- System Safeguard Report

List the identified needs of the campus derived from data review

Based on our Data

- We will continue to focus on effective science strategies that will allow learners to synthesis and practicalize science information.
- We will continue to focus on effective math strategies that will allow students to critically think and problem solve.
- We will implement new RtI processes for reading, math and behavior.
- We will provide opportunities for educators to reflect on the data and set specific goals to address areas for student improvement.
- Based on learner data from assessments, we will continue to close the achievement gap for our learners.
- We will implement strategies to close the achievement gap of our special education learners.
- We will implement strategies to close the achievement gap of our LEP learners.

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 design lessons through the lens of PBL/UbD and provide constructivist learning opportunities.

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

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)						
Performance Objective #1:		Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences						
Summative Evaluation:		System established for partnerships and field-based learning						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Time line Start	Time-line End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Input; Educator Input; CTE Data	Define partnership opportunities available to business partners that include categories and framework for relationships	All	Director of Marketing and Business Partnerships, Campus Administrators	August, 2015	June, 2016	Time to collaborate with educators, administrators, and potential business partners to establish services; Re-establish partnership with OMNI hotels	Partnership opportunities defined	

Learner Input, Educator Input	Intentionally design Genius Hour that would include business partners and community members	All	Educators, Director of Marketing and Business Partnerships	August, 2015	June, 2016	Time to collaborate with educators and learners, potential business partners	Needs Assessment Data, Learner Buy-in	
Parent Input; Educator Input, Sp.Ed. Facilitator Input	Conduct needs assessment regarding community partnerships to develop a communications protocol to express needs	All	Director of Marketing and Business Partnerships Partnership, campus administrators and educators	August, 2015	June, 2016	Needs Assessment	Protocol established; needs assessment data	
Educator Input, Learner Input	Organize Career Day	All	Campus Administrators, counselor and educators	August, 2015	June, 2016	Director of Marketing and Business Partnerships, Local Business Personnel	Student and educator survey, presenter feedback	

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)						
Performance Objective #2:		Increase volunteer and service opportunities for learners within the community						
Summative Evaluation:		Lesson plans documenting collaboration; Learner Satisfaction Survey; System established						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Time-line Start	Time-line End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educator Input; Community Member Input	Establish systems for collaboration between campuses to promote expanding learner interest, passion and exposure (Genius Hour, Book Talks)	All	Educators, Digital Learning Coaches, Campus Administrators	Aug., 2015	June, 2016	Digital Learning Coach to assist with online resources, educators	Lesson Plans, walkthroughs	
Educator Input; Learner Input	Establish Service Learning Opportunities led by	Character Council members	Character Council Sponsors, campus administrators,	Aug., 2015	June, 2016	Educators, learners	Community Input, educator and learner input	

	Character Council and campus service learning representative		service learning campus representative					
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Strategic Objective/Goal 2:		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners						
Performance Objective #2:		Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for all learners						
Summative Evaluation:		STAAR Data; Educator Survey; Administrator Input						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Time-line Start	Time-line End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educator Input and STAAR Data	Provide opportunities for flexible grouping and scheduling in order to leverage current staff in a manner that promotes growth for all learners	All	Campus Administrators; Educators	Sept., 2015	June, 2016	Substitute Funds; Comp Ed Funds (6,775.00) --Heat Maps; Lead4ward Data Field Guides (450.00), Literacy Coach and Content Specialists	Educator Survey; Administrator Input; STAAR Data; District Benchmarking Data	
Strategic Objective/Goal 2:		We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners						
Performance Objective #3:		Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology						

Summative Evaluation:		Educator and Learner Input, Learning Environment						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Time-line Start	Time-line End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Learning Framework Expectations, Best practices, Learner Feedback	Gather feedback from learners and educators on furniture design, Work with maintenance to actualize the redesign of existing learning spaces	All	Campus Administrators, campus design team, district maintenance team, Stantec representative	Jan. 2015	Aug. 2016	CISD bond funds, maintenance department, Stantec staff, campus educators	Educator and learner input, physical learning environment	

Strategic Objective/Goal 3:		We will foster proactive and reciprocal communication for learner success						
Performance Objective #1:		Create a system to communicate foundational and future-ready skills for each learner						
Summative Evaluation:		District and campus communication systems; Parent Survey; School Tour Schedules; Community Input, School Tour Schedules and Sign in sheets, parent conference agendas						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Time-line Start	Time-line End	Resources Human/Material/Fiscal	Formative Evaluation	Document-ed
Parent Input; Educator Input	Streamline communication across various platforms, continue weekly bulletin, PTO newsletters, blogs, parent link, utilize Twitter	All	Technology Department; Campus Administration; Educators; Parents; PTO organization	Aug. 2015	June 2016	Digital Learning Coaches and Tech members, software programs	Parent Survey, Educator Survey, Learner Survey	
Parent Input; Educator Input, District Surveys	Provide opportunities for feedback after district or school wide events that showcase future ready skills for learners	All	District Communications Dept.; Campus Administration; Educators	Aug. 2015	June 2016	Time to interpret feedback to adjust for future events	Parent Survey; Administrator feedback; Educator Survey	

<p>Educator Input; Administrator Input; Parent Input</p>	<p>Provide expectations and clear communications of Parent Meetings and/or Parent Learning Walks and the community to help facilitate the partnership between campuses and the district; Meetings are held at the beginning, middle and end of the year at various times throughout the day</p>	<p>All</p>	<p>District Communications Dept.; Campus Administration</p>	<p>Sept. 2015</p>	<p>Sept. 2016</p>	<p>Time for personnel to conduct tours and parent breakfast gatherings</p>	<p>Feedback on tours and/or parent meetings</p>	
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Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment						
Performance Objective #1:		Increase educator proficiency to respond to our diverse community of learners						
Summative Evaluation:		STAAR Data; TELPAS Data; Parent Survey; Educator Lesson Plans; Walkthrough Data; Training Sign-in Information; Training Modules; Employee Records indicating Diversity added to CISD educator/administrator group						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Time-line Start	Time-line End	Resources Human/Material/Fiscal	Formative Evaluation	Document-ed
TELPAS Data; STAAR Data; Educator and Administrator input; Curriculum Dept. Input	Provide training and support for sensitivity and cultural awareness of educators and administrators in responding to the diversity of our community	All	Curriculum Dept; Communications Dept; ESL Facilitator Campus Administration Educators	June 2015	June 2016	Training Materials; Dallas World Affairs Council	Data from STAAR, TELPAS, District Benchmarks; Parent, educator, and Learner Input	

TELPAS Data, STAAR Data, Parent Input, Educator Input, Administrator Input	Provide opportunities for learners to showcase their home cultures through community night and various other avenues	All	Curriculum Dept.; Communications Dept; ESL Facilitator, PTO, Campus Administration; Educators	Aug. 2015	June, 2016	Administrative time to analyze walk-through and lesson data	Walk-throughs; Lesson Plans; Parent, educator, and Learner Input	
TELPAS and STAAR Data; Parent, Educator, Administrator Input; Curriculum Input	Foster the development of culturally sensitive classroom programs to increase learner awareness of cultural differences among various student groups (i.e. highlight cultural characteristics in social studies)	All	Curriculum Dept.; Communication Dept.; ESL Facilitator, Campus Administration; Educators	Aug., 2015	June, 2016	Materials, Training; Dallas World Affairs Council	Lesson Plans; Walk-throughs; list of trainings offered	
Curriculum Dept. Communication Dept.; Campus Administration	Provide training through bridging sessions for general educators regarding their role with the new Rt12 procedures and	Sp Ed; ESL; 504	Special Education personnel, Campus Administrators,	August, 2015	June, 2016	Training Development, SPED Educators	Sign in Sheets; Training Information, IEPs	

tors; Educators; STAAR Data; TELPAS Data; RTI Data	SPED and 504 expectations when implementing individual plans and making appropriate modifications and/or accommodations for learners in the general education classroom		Curriculum Department, Intervention Services					
Curriculum Dept.; Communication Dept.; Campus Administrators; Educators; STAAR Data; TELPAS Data	Provide training in various formats for general educators regarding their role in implementing differentiation strategies and making appropriate accommodations for advanced learners in the general education classroom	All; GT;	GTi Instructor; GTi Committee, Campus Administrators	August, 2015	June, 2016	Recruiting Materials and schedule	STAAR Data, Educator and Learner Input	

<p>Pinnacle 2020 Committee Input; Diversity Committee Input</p>	<p>Implement hiring strategies in an effort to recruit a more diverse staff; Implement teacher retention strategies through campus new teacher meetings, the district BEAM program as well as professional development that will provide continuous growth of the staff.</p>	<p>All</p>	<p>Campus Administrators, Educators and VRE Lead Educator Mentor</p>	<p>August, 2015</p>	<p>June, 2016</p>	<p>Campus Personnel</p>	<p>Retention rate of New Hires</p>	
<p>STAAR Data, TELPAS Data, Educator Input</p>	<p>Provide training and implement strategies that will support student achievement across curriculum</p>	<p>All</p>	<p>Campus Administrators, Educators, District Curriculum Directors, Campus Content Specialists</p>	<p>August, 2015</p>	<p>June, 2016</p>	<p>Campus and District Personnel, Curriculum, Math Educator Academy, Literacy Academy, School-wide science initiative that will enhance daily science awareness, grading practices that reflect the SIPOC expectations</p>	<p>Lesson Plans, Data, Student Products, Student Engagement</p>	

Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment						
Performance Objective #2:		Expand program offerings that reflect our diverse community of learners						
Summative Evaluation:		ESL Learner Growth measured through data and educator input; Imagine Learning Records						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Time-line Start	Time-line End	Resources Human/Material/Fiscal	Formative Evaluation	Document-ed
Educator and Learner Input, STAAR and TELPAS Data	Provide the Imagine Learning Program for ESL learners who meet eligibility based on the Rtl process.	ESL Learners	ESL Facilitator	August, 2015	June, 2016	Title III Funds, "The Culturally Responsive Classroom." program	Learner Data, Educator Input	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
Performance Objective #1:		Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design						
Summative Evaluation:		Outcome of exploration of new programs and any new programs offered; Training sign in sheets; Educator Evaluations						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Time-line Start	Time-line End	Resources Human/Material/Fiscal	Formative Evaluation	Document-ed
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Train educators on AWARE to view and utilize data through a growth mindset	All	Rtl Team and Educators	August, 2015	June, 2016	Technology devices	Sign-in sheets; Reports generated for the Rtl process; Informal feedback from Administrators	

STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators; Rtl Data	Provide training to establish consistency with screeners and progress monitoring measures to use data effectively for student growth	All	Rtl Team, Literacy Coach, WFTBB Campus Trainer, Educators	August 2015	June 2016	Training materials and modules; DLC Team; Literacy coaches; Math coaches	Sign-in sheets; Rtl Data; Special Ed. Dept. feedback; Benchmark Data	
Educator Input; Administrator Input	Provide opportunities for peer to peer observations in order for educators to learn from other educators through Educator Learning Walks	All	Campus Administrators, Educators	August 2015	June 2016	Release time for educators to observe one another; campus schedules allowing for observations	Campus Observation Schedules	
Rtl Data; Educator Input	Train educators on updated Rtl	At-risk	District Special Education	August 2015	June 2016	New Rtl protocols, New progress monitoring paperwork	Sign-in sheets to	

	protocols and Rtl paperwork		Directors, Campus Rtl Team				document training	
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Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
Performance Objective #2:		Create a community-based accountability system for reporting learner growth						
Summative Evaluation:		Learner portfolios; Sign-in sheets from training; System for portfolios PK-5						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Time-line Start	Time-line End	Resources Human/Material/Fiscal	Formative Evaluation	Document-ed
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Train educators on portfolio development to ensure learners develop quality portfolios	All	Campus Administrators and Educators	August, 2015	June, 2016	Google Classroom; Google Websites	Sign in sheets for training on how to develop learner portfolios; Learner Portfolio	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
Performance Objective #3:		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)						
Summative Evaluation:		Goal setting expectations; Lesson plans; Learner goals; STAAR; District Benchmarks						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Time-line Start	Time-line End	Resources Human/Material/Fiscal	Formative Evaluation	Document-ed
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Establish expectations for goal setting PK-5 learners	All	Campus Administrators and Educators	August 2015	June 2016	System for Goal Setting, Lead4ward resources	Expectations for goal setting	

STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Allocate specific time to create, develop, and revisit learner goals for academic, social, and emotional growth	All	Campus Administrators and Educators	August, 2015	June, 2016	Time for goal setting; Form for goal setting	Lesson Plans; Goals set by learners; District Benchmarks	
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Implement a structured, balanced literacy model to assist learners in setting goals for individual growth	All	Curriculum Dept.; Campus Administration; Educators	August, 2015	June, 2016	Director of ELAR; Literacy Coaches; Online Resources; Attendance at Literacy Academy	Lesson Plans; Goals set by learners; District Benchmarks	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
Performance Objective #4:		Develop a comprehensive professional learning plan to actualize the CISD Learning Framework						
Summative Evaluation:		Learning Framework Website; Training Modules developed; Sign-in sheets; Educator Evaluations; Walkthroughs; Educator Survey; needs assessment of Learning Framework						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Document-ed
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Provide professional learning opportunities that focus on the various chapters of the Learning Framework	All	Curriculum Dept.; Campus Administrators; District Coaches	August, 2015	April, 2016	Learning Framework; Exemplars; Training Modules	Sign-in sheets; Educator goal setting and evaluation; Walk-throughs	

STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Provide training for Professional Learning Communities (PLC) as a process and embed in our learning environment which will support the Learning Framework	All	Campus Administrators and educators	August, 2015	June, 2016	District Administrators, <u>Leading By Design</u> by Dr. Eric Twadell; Lead4ward resources	Walk-throughs, Educator Input	
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Strategic Objective/Goal 5:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success
Performance Objective #5:	Reframe and prioritize state standards in a way that leads to profound learning

Summative Evaluation:		Splash Screens; Transfer concepts for each core content area; Training Modules; Sign-in Sheets for trainings; STAAR; Transfer Tasks						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Time-line Start	Time-line End	Resources Human/Material/Fiscal	Formative Evaluation	Document-ed
STAAR Data; TELPAS Data;	Train educators in UbD/PBL learning methodology to design learning that leads to transfer of content material to solve problems in and out of school and over time	All	Campus Administrators, Educators, Content Area Coaches, DLC Team	June 2015	August 2016	Training Modules; Transfer standards for each content area, \$10,925. for PLC Cultural Development Days (UbD/PBL)	Sign-in sheets; Training Module for UbD/PBL planning; Transfer tasks related to standards	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
Performance Objective #6:		Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world)						
Summative Evaluation:		Data disaggregation for technology; Next steps plan for technology;						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Document-ed
Technology Clarity Survey results	Expand learner's knowledge through virtual and media opportunities such as Skype and portfolio design and creating student learning	All	DLC Member, Campus Administrators, Director of Instructional Technology, Educators	June, 2015	August, 2016	Technology Devices, District Resources, iPadpalooza, Blended and flipped learning	Student Engagement, student products, teacher lesson plans	

Technology Clarity Survey results	Continue to develop learning strategies that support digital learning and allow for student access to instructional resources to provide for global learning	All	DLC Member, Campus Administrators, Coordinator of Instructional Technology, Educators	June, 2015	August, 2016	Technology Devices, District Resources, iPadpalooza, Blended and flipped learning	Student Engagement, student products, teacher lesson plans	
Technology Clarity Survey results	Technology strategies will be embedded throughout all content areas which will provide for a seamless learning environment	All	DLC Member, Campus Administrators, Coordinator of Instructional Technology, Educators	June, 2015	August, 2016	Technology Devices, District Resources, iPadpalooza, Blended and flipped learning	Student Engagement, student products, teacher lesson plans	

Strategic Objective/Goal 5:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.
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Performance Objective #7:		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service						
Summative Evaluation:		Lesson Plans; Discipline Data; Student Code of Conduct receipts; Sign-in Sheets						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Document-ed
Parent Survey; Educator Input; Clarity Data	Provide ongoing training on digital citizenship and strategies for integrating technology	All	Technology Dept.; Director of Instructional Technology; Campus Administration; Educators	August, 2015	June, 2016	Digital Citizenship Training Modules; DLC; Librarians; Educators	Training modules; Sign-in sheets; Student Code of Conduct receipts	

CISD DISTRICT IMPROVEMENT PLAN 2015-2016

Appendix A: State and Federal Mandates

Bullying Prevention

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

Child Abuse and Sexual Abuse Prevention

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

Coordinated 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 program	Communication Plan for the District and Campuses; Newsletters, Websites.

Dating Violence Awareness

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

Discipline Management – Safe Environments

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

Drug Prevention

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

Gifted and Talented Program

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

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

Highly Qualified Teachers and Paraprofessionals

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

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. High school campuses will provide college and post high school information to all students.	High School Budgets	High School Counselors' CHS Special Ed. Lead	Graduation Plans, and Post-Secondary Acceptance Data
2. High school students will complete the financial aid process.	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	User Account Report

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

Suicide Prevention

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

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APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

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

Math

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

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

Science

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

Social Studies

Strategies	Resources	Staff Responsible	Evaluation
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1. Train educators on the new SS adoption materials for effective implementation	Social Studies adoption materials	Coordinator of Social Studies	Eduphoria Records, Classroom Walkthrough Data, and Learning Design Units
2. Develop pre and post assessments aligned to the TEKS for every SS unit plan in grades 6-8	Funds for assessment development	Coordinator of Social Studies	Pre and Post Assessments
3. Develop Scope and Sequences to align the curriculum vertically K-12	TEKS	Coordinator of Social Studies	Completed Scope and Sequence documents
4. Target economically disadvantaged learners for performance improvement in social studies through the use of lesson design and resources	Nonfiction leveled reading materials; Social Studies Splash Screens to promote enduring understandings of the content	Coordinator of Social Studies	STAAR Social Studies Data
5. Implement benchmark assessments at various grade levels	Assessments; AWARE	Coordinator of Social Studies	District Benchmark Data

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APPENDIX C: COMPONENTS OF A SCHOOL WIDE TITLE I PROGRAM

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	
Schoolwide reform strategies	Opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement Use effective methods and instructional strategies that are based on scientifically based research: <ul style="list-style-type: none"> i. Strengthen core academic programs ii. Increase amount and quality of learning time iii. Strategies for meeting educational needs of underserved populations 	
Instruction by Highly Qualified Professional Staff	Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers. All teachers are assigned to the areas in which they are certified to teach.	
Highly-qualified and Ongoing Professional Development	All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the school wide program. All staff receives ongoing sustained professional development that is aligned with the goals of the new vision plan.	

Strategies to Attract Highly Qualified Staff	The school is allowed to provide incentives for highly qualified teachers to teach in high need schools. Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.	
Strategies to Increase Parental Involvement	Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented. Strong collaboration with community resources is evident. Parents are included as decision makers in a broad spectrum of school decisions.	
Preschool Transitional Strategies	Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.) Specific strategies for helping students' transition into the elementary setting have been identified and implemented.	
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards. Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.	
Coordination and Integration of Federal, State and Local Programs and Resources	The school has established its new vision plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.	
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	

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ACRONYM INDEX

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

