



Coppel Independent School District
District Improvement Plan
2016-2017

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

CISD DISTRICT IMPROVEMENT PLAN

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

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

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

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

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

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

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

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

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

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

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

District Educational Improvement Council (DEIC) 2016-2017 COMMITTEE MEMBERS

AUSTIN ELEMENTARY

Beth Cook
Janell Thach
Liz Malone

COTTONWOOD CREEK ELEMENTARY

Torrin Wszolek
Kristin Girard
Elyse Hubbard

DENTON CREEK ELEMENTARY

Tricia Badillo
Maricela Leon
Jennifer Stepter

LAKESIDE ELEMENTARY

Kirby Leonard
Liz Tanner
Annelise Ford

LEE ELEMENTARY

Taylor Miles
Rachel Hyland
Bethany Hooper

MOCKINGBIRD ELEMENTARY

Kristan Perryman
Mary McKnight
Diane Moore

PINKERTON ELEMENTARY

Lori Irland
Sara Robinette
Kristin Huckle

TOWN CENTER ELEMENTARY

Kate Seifert
Katie Tonemah
Brett Shelby

VALLEY RANCH ELEMENTARY

Mary Radka
Cindy Coggins
Denise Danby

WILSON ELEMENTARY

Anna Puryear
Beth Brandenburg
Johanna Rivera

CMSN

Davis Scott
Terry Shin

CMSE

Leah Gottlich
Christina Goodman
Eric Parraz

CMSW

Jaime Duncan
Kait Wurst
Pam Crombar

CHS

Kayla Parker
Donna Murrell
Alissa Womack

NEW TECH @ COPPELL

Anthony Hufford
Lashaumbe Jernigan
Kim Wootton

VICTORY PLACE

Kevin Duke

ADMINISTRATION

Penny Tramel
Marilyn Denison

PARENT/BUSINESS/COMMUNITY

Anthony Hill, CISD BOARD
Manoj Bidnurkar, BUSINESS/COMMUNITY
Devanjan Sikder, BUSINESS/COMMUNITY
Arthur James, BUSINESS/COMMUNITY
Eric Pratt, COMMUNITY
Ivonne Kinser/PARENT
David Apple, CISD BOARD
Amy Dungan, CISD BOARD

**Comprehensive Needs Assessment Summary
2016-2017**

Data Sources Reviewed:			
<ul style="list-style-type: none"> • Systems Safeguards; STAAR, STAAR EOC, PBMAS, Curriculum Audit, TAPR; ACT, SAT, IB, TELPAS, DEIC Input, Attendance, Discipline Data, Rtl Data, Highly Qualified Survey, Walkthroughs, Failure Rates, Survey Data • 			
Area Reviewed	Summary of Strengths What were identified strengths?	Summary of Needs What were identified needs?	Priorities What are the priorities for the district, including how federal and state program funds will be used?
Demographics	Strong diversity in culture; above average gifted and talented identification; high participation in Pre-AP and AP courses; enrollment in our district is outgrowing the facilities	Cultural sensitivity training; Instructional Culturally Responsive Classroom Training to aide in ESL learners becoming proficient in English; build facilities to accommodate the growth in the learner population	Increase passing rate on EOC failures using SCE funding; provide additional resources for ESL learners to acquire the English language; train administrator’s and educators on Rtl, 504, and ARD decision making; build or remodel facilities to accommodate growth in the learner population
Student Achievement	Learners are scoring above the state average on the ACT; SAT reading and math scores are above the state average; CISD had 52 National AP Scholars in 2015 and 235 AP Scholars. We were selected as an AP District.	We need to close the achievement gap in science for ESL, Hispanic, special education learners, and African American and economically disadvantaged learners; decrease failure rates at the high school level; increase the number of learners passing the	Provide early intervention at PK-3 rd grade to ensure all learners are meeting expectations with literacy; identify learners with special learning needs such as dyslexia as early in the year as possible; make good decisions for learners classified as 504 or special education learners; write AIPs for all learners not progressing on TELPAS and for

		<p>STAAR EOCs the first administration; data shows gaps in ethnic groups in the ACT; SAT data shows scores above the state average, however demographic performance in diverse groups needs improvement; improve parent outreach and community education regarding advanced academics. Concern in LA of special education group not meeting the target of 83%.</p>	<p>learners who fail reading and math at 5th and 8th grade and any learner failing an EOC; Offer training on vocabulary development and additional writing training and support at all levels; integrate social studies and science into the literacy area to reinforce those content areas and nonfiction text comprehension; increase resources for stage II and III of the UbD planning template; additional training in science and math vocabulary development; provide Argument Driven Inquiry training in science across all grade levels; implement new scope and sequence in social studies and provide nonfiction reading resources</p>
<p>School Culture and Climate</p>	<p>Our safety audit indicated our schools are safe. Digital literacy is being taught to every learner.</p>	<p>Surveys indicate that we have learners who have experienced bullying.</p>	<p>Parents will receive information and processes regarding bullying and the procedures to follow if their child is being bullied. Counselors will train staff on protocols in creating a proactive anti-bullying environment in the classroom, locker rooms, playground, and cafeteria. Digital literacy will be taught and reinforced a minimum of 4 times during the year.</p>

Staff Quality/Professional Development	100% of the staff in CISD is highly qualified.	Continue to seek highly qualified staff; expand ESL certification to high school English educators	Provide training resources to high school English educators for ESL certification requirement
Curriculum, Instruction, Assessment	We have an Rtl process in place; educators have autonomy in their planning; we have strong literacy libraries at the elementary campuses; we have benchmark assessments in science, however, they are not mandated; we have assessments in social studies at the middle school level to benchmark progress; digital literacy has been implemented	Curriculum audit shows that we need to strengthen our curriculum and the documents in order to better support educators in planning and instruction; we need a good universal screener in mathematics; we need progress monitoring resources in mathematics; there is a need to reinforce and teach digital literacy more than once a year	Align the curriculum horizontally and vertically; provide appropriate curriculum documents to campuses for effective planning and instruction; provide additional training on constructivist planning using the Understanding by Design methodology of planning; develop scope and sequences in all content areas and implement; implement 3 year digital literacy plan
Family and Community Involvement	Strong parental involvement	Educate parents on technology use in the school and in the area of literacy	Provide resources and outreach to parents to educate them on literacy initiatives and technology usage in the schools
School Context and Organization	Educators and administrators have data in which to drive decision-making	Training is needed for administrators and educators on how to monitor ESL learners for special needs they may have; opportunities for individual and small group differentiated instruction is needed; training on	Train administrators and educators on how to monitor ESL learners for special needs they may have; provide opportunities for individualized/small group learning sessions; incorporate modifications/accommodations for curriculum activities; provide professional development in

		instructional strategies is needed	effective teaching strategies or best practices, and use data to implement strategies for appropriate activities
Technology	CISD has approximately 30,000 devices on our system each day; there is a high level of technology use in our district	Increase strength of the infrastructure to ensure all devices have access at all campuses to internet services	Find storage solutions; expand wifi capability

List the identified needs of the district derived from data review

Family and Community Involvement

- Greater need for reciprocal communication
- Digital Literacy Parent Training
- Expansion of Business Partnerships

Technology

- Improvement of Technology Wireless System
- Improvement of Technology Work Order System
- Digital Literacy Learner Training and Reinforcement

Student Achievement

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

Teacher Quality

- Redesign Educator Mentoring Program
- Structure for Efficiency in Use of Personnel

Demographics

- Cultural Sensitivity in Instructional Design

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)					
Performance Objective #1:		Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School wide Components (code by #)
Expand partnerships with business partners	Director of Marketing and Business Partnerships	None Needed	August 2016-June 2017	Expanded list of partners	Learner achievement in entrepreneur course	Feedback from learners and educators; Comparative data analysis by groups of learners with the new CTE entrepreneur course and the former course	#4, #6
Communicate partner opportunities to administrators and educators	Director of Marketing and Business Partnerships; Campus Administration	Technology	August 2016-Sept. 2016	Agendas of meetings where information is shared or email; Lesson plans	Use of partners at campuses	Feedback from educators; Lesson plans	
Maintain a list of business and community partners available to	Business Partner Liaison Rep from each campus	Time to meet	August 2016-Sept. 2016	Educators will leverage partnerships in lessons in authentic ways	Lesson Plans; Educator input	Feedback from educators	

the school and ensure educators are aware of the list							
Explore NIH grants for STEM	CTE Coordinator; Executive Director of Curriculum and Instruction; Director of Marketing and Business Partnerships	Time for grant writing	Sept. 2016-Dec. 2016	Lesson Plans as a result of grant written	Learner Achievement	Projects completed; Learner Achievement	

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

	Student Services						
--	---------------------	--	--	--	--	--	--

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)					
Performance Objective #3:		Expand opportunities for internships and job shadowing					
Strategies and Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Implement Incubator Program	Educator; Campus Administration; Curriculum Department; Director of Marketing and Business Partnerships	Materials for Incubator Program; Partnerships; Volunteers	August 2016-June 2017	Course Syllabus; Lesson Plans and Curriculum	Learner feedback; Partner feedback; Educator feedback	Learner Innovations; Projects Presented; Course Coaches and Mentors	#4
Expand job shadowing and internships at CHS	Director of Marketing and Business Partnerships; Campus Administration; Educators; Coordinator of CTE	Planning time	August 2016-Feb. 2017	Lesson Plans; List of partners and interns or job shadowing opportunities	Learner Achievement	Learner Satisfaction Survey; Educator Input; Administrator Input	
Provide Career Fair opportunities at the middle school level	Campus Administration; Director of Marketing and Business	Time for Career Fair; Volunteers; Partners	October 2016-February 2017	Career Fair Agenda; Pictures; Calendars	Learner feedback	Learner Input; Educator Input; Administrator Input	

	Partnerships; Coordinator of CTE; Director of Student Services; Director of Enrichment						
Explore certifications available at the secondary level for learners who do not wish to go to college	Director of Marketing and Business Partnerships; Executive Director of Curriculum and Instruction	Meeting time; Research time	August 2016- October 2016	List of partnerships or notes of research	Compiled opportunities for certifications to potentially impact programming	Meeting agendas and notes; Certification opportunities	#9

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)					
Performance Objective #4:		Partner with industry professionals to design and offer field-based learning experiences for educators					
Strategies and Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Partner with Dallas Baptist University for discounted Doctoral Degrees	Assistant Superintendent of Curriculum and Instruction; Executive Director of Human Resources	Places and time to meet	Fall 2016	Participation in Program	Increased understanding of learning and leading	Enrollment in the DBU Program; Course completion	#5, #4
Offer opportunities for new educators to observe other professionals	Campus Administration; Director of Professional Learning	Funds for observations	Fall 2016; Spring 2017	Substitute list; Record of New Educator Observations	Observation data	Educator feedback from new educators; Administrator feedback; Educator evaluations	#4, #7
Implement the Incubator Program	Campus Administration Educators; Curriculum Dept.; Director of Marketing	Incubator curriculum; Mentors; Coaches; Supplies	Fall 2016	Student Rosters; Schedule; Stakeholder surveys	Innovative Ideas; Viable Business Models	Learner artifacts and products; Student success in the process	

	and Business Partnerships						
--	---------------------------	--	--	--	--	--	--

Strategic Objective/Goal 2:		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners					
Performance Objective #1:		Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
Expand use of Schoology as a digital learning tool	Educators; DLC's; Administrators; Director of Instructional Technology; Curriculum Department	Time for digital curation and collaboration	July 2016-March 2017	New courses created	Learner Achievement	Learner and Educator feedback; Learner Achievement	#2, #4

Strategic Objective/ Goal 2:		We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners					
Performance Objective #3:		Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Implement Long Range Facility Plan	Assistant Superintendent of Business and Support Services	Bond Funds; Curriculum Design Training	August 2016- June 2017	Developed curriculum; Training; Schedules to maximize employees and space	Class sizes; Learner Achievement	Schedules; Curriculum; STAAR results	
Establish a Bond Oversight Committee to Oversee Facility Plans	Assistant Superintendent of Business and Support Services; Assistant Superintendent of Administration	Committee members	July 2016	Building Plans; Website Information; Board Reports	Learner Achievement; Class sizes; Community input	Stakeholder Satisfaction Surveys; STAAR results; Committee recommendations and reports	

Strategic Objective/Goal 3:		We will foster proactive and reciprocal communication for learner success					
Performance Objective #1:		Create a system to communicate foundational and future-ready skills for each learner					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Offer parent workshops to better understand data collected each year through testing; include topics such as AP	Director of Assessment; Assistant Superintendent of Business Operations; Curriculum Department	Time to conduct parent meetings and/or time to create virtual training	Sept. 2016-May 2017	Trainings offered; Sign in sheets	Parent feedback	Parent Satisfaction Survey; DEIC Input	#6
Expand parent learning walks to the secondary level	Campus Administrators	Time to conduct learning walks	October 2016-March 2017	Calendars of learning walks offered	Parent feedback	Parent Satisfaction Survey; DEIC Input	#6
Create a touring system for CISD schools	Curriculum Department; Campus Administrators	Materials for tour days	June 2016-August 2016	Scheduled tours; Touring system information on	Counts of individuals participating in the tours	Feedback from campus administration; Feedback from parents and community;	

				the CISD website		Feedback from groups toured	
--	--	--	--	---------------------	--	--------------------------------	--

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

cultural characteristics in social studies; partner/participation with DLI/Parents)		Title I, Title III					
Provide training for educators regarding their role in implementing IEP/IAP's and AIPs in making appropriate modifications and/or accommodations for learners in the general ed. classroom	Exec. Director of Intervention Services; Exec. Director of Curriculum & Instruction; Director of Intervention Services	Training development	August 2016-September 2016	Lesson plans; Observations; ARD decision-Making; Accomodations recommended	Learner Achievement	Sign-in Sheets; Training Modules; Lesson plans	#9
Provide training in various formats for educators regarding their role in implementing differentiation strategies and making appropriate accommodations for advanced learners in the general education classroom	Exec. Director of Intervention Services; Exec. Director of Curriculum & Instruction; Director of Advanced Academics	Materials needed for training and implementation	August 2016-Dec. 2016	Eduphoria and Schoology Records; Lesson plans	Learner Achievement	Recruiting schedule and materials	#2, #3, #4
Create a Curriculum Management Plan	Assistant Superintendent for Curriculum and Instruction	Time to write the plan and time to collabo-	June 2016-Sept. 2016	Curriculum Management Plan	Feedback from Educators; Learner	Working Curriculum Management Document;	#1, #2, #3, #4, #5, #6, #7, #8, #9, #10

		rate with the HR and Business Office Departments			Achievement	Meeting Minutes	
Implement hiring strategies in an effort to recruit a more diverse staff and implement retention strategies for once they are hired.	Assistant Superintendent for Administrative Operations Executive Director of Human Resources	Recruiting materials and budget	July 2016-June 2017	Plan of hiring strategies; Retention strategies	Employee retention numbers; Feedback from Administrators and New hires	Break down of new hires by ethnicity; Comparison of employee retention for the 2016-2017 school year to the 2015-2016 school year	#3

Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment					
Performance Objective #2:		Expand program offerings that reflect our diverse community of learners					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Implement coding curriculum at the secondary level aligned with the computer science standards	Educators; Campus Administration; Curriculum Department	Materials for coding program; funds for any training needed; Title I, Perkins, Title III	July 2016- June 2017	Lesson plans; Projects completed by learners	Learner Achievement	Learner Satisfaction Survey; Educator and Administrator feedback; Portfolio projects completed; Robotics results	#2
Explore a coding curriculum at the elementary level and write curriculum	Educators; Campus Administration; Curriculum Department	Materials for coding exploration; funds for any training needed; Title I, Title III	July 2016- June 2017	Lesson plans; Projects completed by learners	Learner Achievement	Administrator and Educator feedback; Learner feedback	#2

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

Provide opportunities for peer to peer observations in order for educators to learn from other educators	Director of Professional Learning; Campus Administrators	Release time for educators to observe one another; Campus schedules allowing for observations; Title I, III	September 2016-March 2017	Substitute records; Educator reflections	Educator Evaluations	Campus Observation Schedules; Administrator feedback; Educator feedback	#4, #3
Continue to redefine special education referral process	Executive Director of Intervention Services	RtI new protocols; New progress monitoring tools At-risk	July 2016-September 2016	Redefined referral process	Comparison of learners referred to special education to the number qualifying	Alignment of the RtI paperwork with the new definition of the referral process; Administrator feedback; Educator feedback	
Train new educators on new RtI protocols and RtI paperwork	Executive Director of Intervention Services	New RtI protocols; New progress monitoring paperwork At-risk	August 2016	Training module; Sign-in sheets/Eduphoria records	RtI Tier II and Tier III numbers as compared to the 2015-2016 school year	Sign-in sheets from the district and at the campus level documenting training; RtI data	#8, #9

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #2:		Create a community-based accountability system for reporting learner growth					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by#)
Train PK-12 educators on portfolio development to ensure learners develop quality portfolios	Curriculum Dept.; DLCs; Campus Administrators; Educators; Director of Instructional Technology	Google Classroom; Google websites; DLCs; personnel for training; Learning Management System and/or ePortfolio site	October 2016; February 2017	Digital portfolios	Portfolio checklist	Sign-in sheets for training on how to develop learner portfolios; Learner Portfolios	#8, #9
Implement the Community-based Accountability System	Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Business & Support Services	State Accountability Rubric; Data to Report	August 2016- June 2017	State Accountability indicators clearly defined for district and each campus	STAAR letter grade	State Accountability Rubric; STAAR grade; Learner Achievement	#6

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

for individual growth							
-----------------------------	--	--	--	--	--	--	--

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #4:		Develop a comprehensive professional learning plan to actualize the CISD Learning Framework					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Component (code by #)
Provide professional learning options that focus on the different chapters of the Learning Framework	Curriculum Dept.; Campus Administrators; District Coaches	Learning Framework; Exemplars; Training Modules; Title I, II, III	August 2016-May 2017	Eduphoria records; PLC meeting agendas	Lesson Plans; Learner Achievement	Sign-in sheets; Educator goal setting and evaluation; Walkthroughs	#4, #2

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #5:		Reframe and prioritize state standards in a way that leads to profound learning					
Strategies & Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by#)
Establish learning standards that lead to learning at a transfer level using TEKS, CTE and IB standards; 21 st Century Literacy Skills, Globalization, NAEP	Curriculum Dept.	TEKS; ACT Data; 21 st Century Skills; Prioritized Standards; Title I	July 2016-September 2016	Scope and sequence documents; Lesson plans	Learner Achievement; UbD lessons designed around transfer	Established standards; Curriculum documents aligned to high priority learning standards	#9, #2
Train new educators in in designing learning to achieve transfer of content material to solve problems in	Directors of Language and Literacy, Science, and Math; Social Studies	Training Modules; Transfer standards for each content area; Title II	August 2016	Training Module; Sign-in sheets	Lesson plans of new educators showing understanding	Sign-in sheets; Training Module for UbD planning; Transfer tasks related to standards; Eduphoria sign-in sheets	#9, #4, #2

and out of school and over time							
---------------------------------	--	--	--	--	--	--	--

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #6:		Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world)					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by#)
Disaggregate clarity data to inform next steps of the role of technology in the classroom	Director of Instructional Technology	Google forms	June 2016	Disaggregated data	Plan for next steps in technology	Next steps for technology in instruction; disaggregated data for technology	#8
Redesign Digital Genius Professional Learning Plan	Director of Instructional Technology	Digital Citizenship and Literacy Courses; DLCs	July 2016	Revised training module for Digital Genius	Lesson plans leveraging technology for greater learning; Learner Achievement	Redesigned Digital Genius Professional Learning Plan; Learner achievement; Lesson plans	#4
Remedy Power Outage Issue by Installing New Generator	Chief Technology Officer	Bond Funds	June 2016- July 2016	Installment schedule	Decrease in down time in instruction for power outages	Feedback from administrators and educators	

Continue to monitor Help Desk (work order) system for efficiency	Chief Technology Officer	Educator and Administrative Input; Time for Process and Performance Management Planning	July 2016	Revised process	Fewer Help Desk tickets	Staff feedback; PPM Metrics & Benchmarks	
Form and implement a plan for digital storage	Chief Technology Officer	Funding for storage	July 2016- August 2016	Storage available	Storage data	Purchase order; Plan for storage	
Update wireless capability	Chief Technology Officer	Funding for wireless density	July 2016- August 2016	Help Desk Tickets	Greater integration of technology in lesson planning		

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #7:		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
Align digital citizenship K-12 and provide ongoing training on digital citizenship	Technology Dept.; Director of Instructional Technology; Campus Administration; Educators	Digital Citizenship Training Modules; DLCs; Librarians; Educators	August 2016	Lesson plans; Digital citizenship of learners	Decrease in infractions to the Digital Citizenship expectations	Training modules; Sign-in sheets; Student Code of Conduct receipts; PEIMS discipline data	#6, #4

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 Heath – SHAC Council

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

Dating Violence Awareness

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

Discipline Management – Safe Environments

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

Drug Prevention

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

Gifted and Talented Program

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

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

Highly Qualified Teachers and Paraprofessionals

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

Post-Secondary Preparedness: Admissions & Financial Aid Information

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

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

Suicide Prevention

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

CISD DISTRICT IMPROVEMENT PLAN 2016-2017

APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

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

		of Science, Director of Social Studies	
--	--	--	--

Math

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

	Macro Curriculum Plan, Professional Learning Communities		
5. Strengthen instructional practices in inquiry-based, authentic practices	Macro Curriculum Plan, NCTM Resources; Title I, Title II	Director of Mathematics, Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data

Science

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

Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Administer pre and post assessments aligned to the TEKS for every SS unit plan in grades 6-8	Funds for assessment development	Coordinator of Social Studies	Pre and Post Assessments
2. Monitor to ensure Scope and Sequences are being followed	TEKS	Coordinator of Social Studies; Campus Administration	Walkthroughs; Lesson Plans; Educator Evaluations
3. Target economically disadvantaged learners for performance improvement in social studies through reading in the content	Nonfiction leveled reading materials; Social Studies Splash Screens to promote enduring understandings of the content; Title I, Title III	Coordinator of Social Studies; Educators	STAAR Social Studies Data
4. Implement benchmark assessments at various grade levels	Assessments; AWARE	Coordinator of Social Studies	District Benchmark Data
5. Address fall in 8 th grade scores with additional training in UbD	Training opportunities for UbD	Director of Social Studies	STAAR data

CISD DISTRICT IMPROVEMENT PLAN 2015-2016
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.	

CISD DISTRICT IMPROVEMENT PLAN 2015-2016

ACRONYM INDEX

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

