



Coppell Independent School District  
Coppell Middle School East  
Campus Improvement Plan  
2017-2018

The mission of the Coppell 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.

**Site Based Decision Making (SBDM)  
2017-2018 COMMITTEE MEMBERS**

**Laura Springer – Principal  
Brandon McGill – Assistant Principal  
Steve Glover – Assistant Principal  
Pam Dempsey – Counselor  
Heather Aston – Librarian  
Raneta Ansley – Educator  
Amanda Cooper – Math Coach  
Robin Freeman – Literacy Coach  
DianaLyn Perkins – Science Instructional Coach  
Brianna Robben – Social Studies Instructional Coach  
Susie Evans – Parent  
Brett Roberts – Business/Community Member  
Norma Pye – Administrative Assistant  
Nancy Garvey – Liaison**

**Comprehensive Needs Assessment Summary  
2016-2017**

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• Systems Safeguards; STAAR, STAAR EOC, PBMAS, Curriculum Audit, TAPR; ACT, SAT, IB, TELPAS, DEIC Input, Attendance, Discipline Data, RtI Data, Highly Qualified Survey, Walkthroughs, Failure Rates, Survey Data</li> <li>•</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were identified strengths?	<b>Summary of Needs</b> What were identified needs?	<b>Priorities</b> What are the priorities for the district, including how federal and state program funds will be used?
<b>Demographics</b>	Strong diversity in culture; above average gifted and talented identification; large ELL numbers; large Special Education numbers	Growth of our ESL learners cross curricularly and culturally; Academic growth of our SPED learners in ELAR, SS and Science; growth of our student population; larger facilities; more classrooms	Provide additional resources for ESL learners to acquire the English language; train administrator’s and educators on RtI, 504, and ARD decision making; build or remodel facilities to accommodate growth in the learner population; provide training to teachers on cultural and language differences; provide training on working with learners with high functioning autism.
<b>Student Achievement</b>	Learners are scoring above the state average on all areas of STAAR; More learners were performing in the advanced category in all but two tests; We improved our SPED scores in all but one test area significantly.	We need to close the achievement gap in reading, writing, science and social studies for ESL, Hispanic, African American and economically disadvantaged learners; improve parent outreach and community	Make good decisions for learners classified as 504 or special education learners; provide training on accommodations for learners with special needs; provide co-teach training as we move our resource classes to co-teach; write AIPs for all learners not progressing on TELPAS

		education regarding advanced academics.	and for learners who fail reading and math at 8th grade; Continue using Membeen for 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
<b>School Culture and Climate</b>	Our safety data indicates our schools are safe, however, we are revisiting our Crisis Protocol procedures and retraining staff to ensure continued school safety. Digital literacy and citizenship is being taught to every learner	Surveys indicate that we have learners who have experienced bullying	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, hallways, and cafeteria. Digital literacy will be taught and reinforced during the year. Digital Citizenship is an additional course added in Schoology this year for educators to utilize as a resource

<b>Staff Quality/Professional Development</b>	100% of the staff in CISD is highly qualified.	Continue to seek highly qualified staff; ensure ESL certification at all levels for reading educators; actively recruit greater diversity in all areas of staffing	Hire diverse staff; Cultural Diversity Training; ARD Meeting Training; 504 Training
<b>Curriculum, Instruction, Assessment</b>	We have an RtI process in place; educators have autonomy in their planning; we have strong literacy libraries at the campuses; we have created high priority learning standards	Curriculum audit shows that we need to strengthen our curriculum and the curriculum documents in order to better support educators in planning, instruction and assessment; we need to calibrate our universal screeners for literacy and develop stronger progress monitoring tools for ELLs and the at-risk population; attending to customized instruction for our gifted and talented population, our at-risk learners (sp. ed., ELLs, Eco. Disadvantaged, Hispanic, AA) must be monitored as well	Implement the aligned curriculum horizontally and vertically; provide appropriate curriculum documents, resources, and training to educators for effective planning, instruction and assessment; provide additional training on constructivist planning using a beginner, intermediate, and advanced leveled training model of the Understanding by Design methodology of planning; monitor instructional practice aligned to the new scope and sequences in all core content areas; implement year 2 of the 3 year digital literacy plan and leverage the new digital citizenship course with learners; use the High Priority Learning Standards Clarity Table for customization of learning for diverse student groups
<b>Family and Community Involvement</b>	Strong parental involvement, our PTO is one of the largest and most involved in the district	Continue to communicate partnership opportunities to our parents and community; increase communication on student progress in the	Increase parental involvement for Asian and Hispanic parent groups; provide resources and outreach to parents and educate them on literacy initiatives and partnership

		classroom; strengthen information about curriculum and instruction on the website for parent access	opportunities to support authentic learning.
<b>School Context and Organization</b>	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 instructional strategies is needed for the low performing and to stretch our high performing learners	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 effective teaching strategies or best practices, and use data to implement strategies for appropriate activities
<b>Technology</b>	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; ensure up to date devices for maximum efficiency in use	Find storage solutions; expand WiFi capability; follow replacement schedule for devices



List the identified needs of the district derived from data review

### **Family and Community Involvement**

- Increase volunteer force of specific groups of parents including Asian and Hispanic
- Greater need for communication on partnership opportunities with educators
- Need for parent communication of learner progress throughout the nine weeks
- Expansion of Partnerships

### **Technology**

- Continued improvement of Technology Wireless System
- Continued improvement of Technology Work Order System
- Update policies relating to technology and technology use

### **Student Achievement**

- Continued need for Learners to Take Greater Ownership of Their Learning
- Additional Training on How to Analyze Data and How to Use Data to Drive Instruction
- Additional Training on Instructional Strategies as Related to Data
- Training on the New Curriculum, Resources, and Assessment Banks
- Training on Meeting the Needs of Special Education and ESL Learners
- Training on How To Make Decisions for Special Education and ESL 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 Implementation

### **Teacher Quality**

- Role out Training to all Mentor specific to CISD Mentoring Program
- Structure for Efficiency in Use of Personnel

**Demographics**

- Increase Cultural Sensitivity in Instructional Design

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)							
<b>Performance Objective #1:</b>		Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Continue to expand partnerships with business partners and establish a Coppell Alumni Group for business partnerships to use in iExplore and STEM programs	Director of Marketing and Business Partnerships; Director of Special Education; Campus Administration	None Needed	August 2017- June 2018	All	Documented list of partners from 2016 and list from 2017, in addition to the number of opportunities those partnerships provide. List of Special Education partners from 2016 and a list from 2017 of Community-Based Instruction Sites and District-Based Instruction Sites	C	A	A	
Develop a district	Director of Marketing	Technology	August 2016-	All	Agendas of meetings where information is shared or emailed;	A	A	A	

system to align partners with district and campus needs	and Business Partnerships; Campus Administration		Sept. 2016		Record of use of partners at campuses; Educator feedback indicating they were made aware of partnership opportunities				
Provide opportunities for parents/ community members to evaluate/ participate in project evaluations on campus.	Campus Administration, Educators	None Needed	August 2017- June 2018	All	Growth of learners in the PBL process; Feedback from learners/parents and educators	C	C	A	
√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)							
<b>Performance Objective #2:</b>		Increase volunteer and service opportunities for learners within the community							
<b>Summative Evaluation (to be filled out in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
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Expand service learning opportunities through clubs, Stuco and NJHS	Campus Administration; Sponsors of clubs; Stuco and NJHS sponsors	Supplies for services; x2Vol; Technology	Fall 2017-Spring 2018	All	Learner reflections; service learning records of activities and events performed through x2Vol	C	C	A	
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<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)							
<b>Performance Objective #3:</b>		Expand opportunities for internships and job shadowing							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
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Continue to use iExplore class to promote job opportunities and work knowledge through our community business partners	7 <sup>th</sup> Grade iExplore Educators; Director of Marketing and Business Partnerships; Campus Administration; Director of CTE	Community Business Partners	August 2017- June 2048	All	Lesson Plans and Curriculum; Learner Feedback; Business Partner Feedback; Educator Feedback	S	C	A	
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<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)							
<b>Performance Objective #4:</b>		Partner with industry professionals to design and offer field-based learning experiences for educators							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
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Partner with local companies for field trips to see different opportunities to apply lessons to authentic working scenarios which will align to TEKS	Director of Marketing and Business Partnerships; Campus Administration	Substitutes; Planning time to incorporate learning into lessons; Business Partners	Oct. 2017-April 2018	All	List of business partners offering field trips; List of field trips taken; Learner feedback; Partner feedback	S	S	S	

Continue our partnership with IBM Coppell STEM camp to promote girls participation in STEM programs	STEM Educators and Campus Administration	IBM provides	August 2017- June 2018		Records of amount of learners participating in the event; learner feedback; IBM feedback	A	A	A	
Establish a Lego club	Campus Administration and Science Educators	Lego Equipment needed for class	August 2017- June 2018	All	Records of learners that participated in the club; learner feedback; educator feedback	N	N	X	
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<b>Strategic Objective/Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners							
<b>Performance Objective #1:</b>		Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
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Establish and communicate local, national and global community partnerships to broaden learning opportunities for learners	Director of Marketing and Business Partnerships; Director of ESL, BE and Global Education; Director of CTE; Campus Administration; Educators	Forum for sharing partnership opportunities	July 2017-Jan. 2018	All	Lesson Plans; District record of collaborations	N	N	X	
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<b>Strategic Objective/Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners							
<b>Performance Objective #3:</b>		Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
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Develop a strong transition program and support for 9 <sup>th</sup> grade learners	Principal of 9 <sup>th</sup> Grade Center; Counselors; Campus Administration	Time to meet; Curriculum and materials	Oct. 2017-Feb. 2018	Ris-ind 8 <sup>th</sup> grad-ers	Published Transition Plan	S	C	A	
Plan, prepare and communicate renovations of campus	Director of Facilities and Maintenance; Campus Administration	Time to meet; Renovation plans	Oct. 2017-June 2018	All	Communication of Renovation Plan	S	C	A	
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<b>Strategic Objective/Goal 3:</b>		We will foster proactive and reciprocal communication for learner success							
<b>Performance Objective #1:</b>		Create a system to communicate foundational and future-ready skills for each learner							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
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Continue with learning walks throughout the district	Campus Administrators & Instructional Coaches	Protocol for learning walks	Sept. 2017 – Mar. 2018	All	Reflections or Action taken as a result of learning walks	S	C	A	
Communicate with parents about transition services for special education learners	Director of Special Education; Campus Administrators; Campus SPED Caseworkers	Time to meet; Resources and Materials	Aug. 2017-May 2018	Sped	Parent Resources; Parent participation in ARD Meetings and Futures Planning	C	A	A	
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<b>Strategic Objective/Goal 4:</b>		We will respect and leverage the diversity that exists in our community to provide a world class learning environment							
<b>Performance Objective #1:</b>		Increase educator proficiency to respond to our diverse community of learners							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
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Support educators on the new curriculum documents and planning culturally responsive instruction	Asst. Supt. of Curr. & Instruction; Executive Director of C & I; CORE Directors; Director of Enrichment; Campus Admin	New Curriculum Docs	July. 2017 – Feb. 2018;	All	Eduphoria records including survey data; Training presentations; PLC data; Learning Walks data	C	A	A	
Support educators on the new Campus Manage-	Assist. Supt. of Curr & Instruction; Executive Director of Intervention		July 2017 – Feb. 2018	All	Eduphoria records; Training presentations	C	A	A	

ment Framework	Services; Director of Intervention Services; Coordinator of Behavior Services; Campus Admin.								
Support Campus Behavior Coordinators in effective Behavior and Discipline Strategies	Asst. Super. Of Curr. & Instruction; Executive Director of Intervention Services; Director of Intervention Services; Director of Special Education; Coordinator of Behavior Services; FOCUS Team; Campus Admin		Aug. 2017- May 2018	All	Eduphoria records; Training presentations	C	A	A	
Support the embedded social skills	Asst Super. Of Curr. & Instruction;	Behavior Management Plan;	July 2017-	All	Unit and Lesson Plans	C	A	A	

in the curriculum where appropriate to support the TEKS at each grade level	Executive Directors of C & I; Intervention Services; CORE Directors; Director of Special Education; Director of Staff & Student Services; Counselors; Coordinator of Behavior Services	Social Skills Information	Mar. 2018						
Implement ADI in science classrooms 6 <sup>th</sup> – 8 <sup>th</sup> grades	Director of Science; Educators; Campus Administration	ADI Support; ADI materials	Sept. 2017- May 2018	3 <sup>rd</sup> -12 <sup>th</sup>	Walkthroughs; STAAR data; Lesson Plans; Assessments	S	C	A	
Monitor the curriculum implementation with curriculum walk-throughs	Asst. Supt. of C & I; All Directors and Executive Directors; All Campus	Curr. Walk-through; Data Reports	Sept. 2017- May 2018	All	Data Analysis Reports	S	C	A	

	Administra- tion								
Maximize instructional time in classrooms by training on accommodations and ARD decisions regarding Least Restrictive Environment (LRE)	Asst. Super. Of Curr. & Instruction; Executive Director of Intervention Services; Director of Education; Campus Administrators; Special Education Coordinators; Diagnostician	Time to train educators	Aug. 2017-Sept. 2017	Sp. Ed.	Training Modules; ARD paperwork; Learner success (Schoology Courses, Summer PD for General Education and Special Education Educators, Lead4Ward Training.)	A	A	A	
Continue to implement hiring strategies to recruit a more diverse staff and implement retention strategies once they are hired	Assistant Superintendent for Administrative Operations; Executive Director of Human Resources; Campus Administration	Recruiting materials and budget	July 2017-June 2018	AA; A; ED; Hisp. EII's	Comparative data reports from the 2016 school year and the 2017 school year on recruiting and hiring, as well as, employee retention	C	A	A	

Continue to support Content area Instructional Coaches to grow our educators capacity for learner success	Executive Director of Teaching and Learning; Campus Admin	Subs	August 2017- June 2018	All	Educator Feedback, Campus Data	C	A	A	
Train campus educators in learning that supports and ensures implementation and monitoring of sheltered instruction strategies, ELPS (proficiency level descriptors) , and language	Director of ESL, BE and Global Education; Director of Research and Evaluation; Director of Data Systems and Program Analysis, Campus Admin, ESL Educator		July 2017- Apr. 2018	ESL	Increased access to content and academic performance as measured by unit exams, TELPAS performance, and STAAR performance	S	C	A	



accommodations									
Train and support educators and curriculum in planning culturally responsive instruction to serve and empower learners from different cultures	Director of Enrichment Services; Director of Research and Evaluation; Director of Data Systems and Program Analysis; Campus Admin, ESL Educator	Consultant for training (Title III)	July 2017- April 2018	ESL	Increased access to differentiated content and academic performance as measured by unit exams, TELPAS performance, and STAAR performance	S	C	A	
Foster the development of culturally sensitive classroom programs to increase learner awareness of cultural differences among	Curriculum Dept.; Campus Administration; Educators	Materials; Training; Funds for Curriculum Writing;	Sept. 2017- June 2018	All	Educator observations; Lesson plans; Educator evaluations; Walkthrough data; Learner achievement	S	S	C	

various student groups									
Provide training in various formats for educators regarding their role in implementing differentiation strategies and employing depth and complexity strategies for all learners to increase rigor	Exec. Director of Curriculum & Instruction; Director of Teaching and Learning; Campus Admin	Materials needed for training and implementation	August 2017-Dec. 2018	All	Lesson Plans; Schoology and Eduphoria records; Learner Achievement on TELPAS and STAAR.	C	A	A	
Focus on the growth and challenge of our GT Learners by providing	Executive Director of Teaching and Learning; Campus Admin.	Trainings; Conferences; Materials as needed	Aug. 2017-June 2018	GT Learners	Lesson Plans, Conference presentations; Learner Growth Data	C	A	A	

specific training or conferences on implementing GT strategies for improving depth and complexity and creativity for the GT Learner									
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<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
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Continue to Implement and Improve our coding curriculum at the secondary level aligned with the computer science standards	Educators; Digital Coaches; Campus Admin; Curriculum Department	Materials for coding program; funds for any training needed	July 2017- June 2018	All	Learner Satisfaction Survey; Educator and Administrator feedback; Portfolio projects completed; Robotics results	C	C	C	
Continue to provide in-school	Campus Admin.;	Curriculum resources;	August 2017 –	All	Educator input; Learner Feedback; Parent Feedback; Learner Growth; Discipline records	C	A	A	

support for character development and adolescent issues during the school day through a "Kindness Matters" Initiative (Advisory Time)	Educators; Counselors	Programs; Trainings	June 2018						
Provide Friday Night Live Tutorial Program for struggling learners or chronically absent learners to work with core teachers to keep up with learning	Campus Admin; Educators	TEKS	August 2017- June 2018	All	Failure Reports; Benchmark Data; Educator Input	C	A	A	

Provide tutorials for at-risk learners built into the day for those with transportation issues	Campus Admin.; Tutors; Math, ELAR, Science and Social Studies Instructional Coaches	TEKS	August 2017- June 2018	All	Failure Reports; Data from STAAR, Benchmarks and each nine week grading period	C	A	A	
Continue to partner with Mockingbird Elem. Learners with our NJHS learners serving as mentors and tutors	Campus Admin.; NJHS Sponsors	Time; Lesson Planning; Schedule Coordination	Sept. 2017- June 2018	NJHS	Admin. Input; Educator Feedback; Learner Feedback; Growth of learners from East and Mockingbird	C	A	A	
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<b>Performance Objective #1:</b>		Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Train educators on AWARE to view and utilize data through a growth mindset	Director of Assessment; Director of Data Systems and Program Analysis; Executive Director of Intervention Services; Campus Admin	Time for training; Substitute Pay; AWARE; Carol Dweck's <u>Growth Mindset</u>	August 2017-Oct. 2018	All	Data analysis for various groups, such as ELL, Sp. Ed., ED, AA, as well as, whole group	C	A	A	
Continue to provide opportunities for peer educator to	Campus Admin	Substitutes	Sept. 2017-Apr. 2018	All	Walkthroughs; Administrator feedback; Observations	S	C	A	

peer educator observations in order for educators to learn from other educators									
Ensure that the campus administration, and educators are clear about the referral process for SPED through training and support	Asst. Supt. for C & I; CORE Directors; Executive Director of Intervention Services; Director of Intervention Services; Director of Special Education; Coordinator of Behavior Services	Referral Process	Aug. 2017- Oct, 2017	Sp. Ed.	Eduphoria records; Meeting agendas; Feedback from administrators and educators; learners referred not qualifying for special services	A	A	A	
Continue cognitive processing training for Educators	Executive Director of Intervention Services; Director of Special	Cognitive Processing Training	Aug. 2017 – Nov. 2017	Sp. Ed.	Learner performance; Eduphoria records; Meeting agendas	S	C	A	



	Education; Coordinator of Special Education; Diagnosticians								
Provide training on working with Learners with High Functioning Autism for Educators and Counselors	Executive Director of Intervention Services; Director of Special Education; Coordinators of Special Education; LSSPs	Working with Learners with High Functioning Autism Training	June 2017 – Dec. 2017	Sped ;504	Learner performance; Eduphoria records; meeting agenda	S	C	A	
Provide training on Working with Learners with Cultural and Language Differences for Educators	Executive Director of Intervention Services; Director of SPED; Director of ESL; Coordinators of SPED; Campus Admin.	Working with Learners with Cultural and Language Differences Training	Aug. 2017 – May 2018	All	Learner performance; Eduphoria records; Meeting Agendas	S	C	A	
Meet with F.A.S.T. Team	Director of Assessment; Executive Director of	F.A.S.T. data	Spring 2018	ELL; Sp. Ed.; ED;	F.A.S.T. Team plans; Learner success	A	A	A	

Coaching group on action planning and continuous improvement	Intervention Services; Director of Special Education; Director of Intervention Services, and Director of Enrichment; Campus Admin			504					
Provide training for educators to establish consistency with screeners and progress monitoring measures to use data effectively for student growth	Director of Language and Literacy; Director of Mathematics; Director of Special Education Services; Director of Intervention Services; Coordinators for Behavior Services	Screeners	Aug. 2017- Oct. 2017	At-Risk	Eduphoria records; Meeting agendas; Feedback from administrators and educators; learners referred not qualifying for special services	C	A	A	#4 #10
Ongoing training for new educators	Director of Language and Literacy; Director of	Screeners; Training to reduce the over/	Aug. 2017- Apr. 2018	At-Risk	Eduphoria records; Meeting agendas; Feedback from administrators and educators	S	C	A	#4

<p>on RtI protocols and progress monitoring tools, including ELL's.</p>	<p>Mathematics; Executive Director of Intervention Services; Director of Special Education; Coordinators for Behavior Services, Campus Administrators, Instructional Coaches</p>	<p>Under identification of diverse learners, Elevation. LPAC Management System</p>							
<p>Ensure the process of RtI meetings for ELL's includes a review of TELPAS data, Proficiency Level Descriptors, and accommodations to ensure</p>	<p>Director of ESL, BE and Global Connections; Campus Admin.; Executive Director of Intervention Services</p>	<p>Process for meetings</p>	<p>Aug. 2017 to Sept. 2017</p>	<p>At-Risk</p>		<p>A</p>	<p>A</p>	<p>A</p>	

learners are making adequate progress with language, accommodations are being utilized, and appropriate language and content interventions are provided									
<p> <span style="color: green;">√ =Accomplished</span>              <span style="color: blue;">C =Considerable</span>              <span style="color: orange;">S =Some Progress</span>              <span style="color: black;">N =No Progress</span>              <span style="color: red;">X =Discontinue</span> </p>									

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #2:</b>		Create a community-based accountability system for reporting learner growth							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Provide training for the implementation of common formative assessments to monitor curriculum and instruction resulting in student growth	Asst. Supt. For C & I; Director of Accountability and Assessment; Campus Admin.; Educators; Director of Research and -Evaluation; Director of Data Systems and Program Evaluation	Teacher-Designed Common Assessments	On-going 2017-2018	All	Learner performance on implemented assessments; Data Analysis of learner performance	S	S	C	

Continue to pilot digital portfolios partnering with IBM/WATSON	Asst. Supt. for Transformation and Strategic Initiatives; Director of Instructional Technology; Director of Accountability ;Campus Administrators; Educators	IBM/WATSON resources; IBM/Apple support	2017 - 2018 year	All	Stakeholder feedback	S	S	X	#2
Continue to train our parents on using Schoology to keep them informed of the growth and learning of their child	Campus Admin; Digital Learning Coach; Educator Leaders	Schoology	August 2017- June 2018			A	A	A	
√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #3:</b>		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Train educators on learner led goal setting, including the development of targeted goals	Director of Professional Learning; Campus Administrators	Training Module for learner led goal setting	Aug. 2017-Oct. 2017	All	Learner goals; Student Satisfaction Survey; STAAR data	C	A	A	
Allow learners to lead and participate in ARD's as develop-	Executive Director of Intervention Services; Director of Special Education;	Protocols for learner led ARDs	Aug. 2017-June 2018	Sp. Ed.	ARD Minutes	A	A	A	

mentally appropriate	Campus Admin; Diags								
Implement a structured balanced literacy model and a guided math model that supports learners in goal setting	Asst. Supt. for C & I; Executive Director for C & I; Campus Administrators; Educators; Instructional Coaches, Director of Language and Literacy; Director of Mathematics	Defined Balanced Literacy Block; Math Structure; Recommended Minutes; Learner goals	Aug. 2017 – May 2018	All	Walkthroughs, Observations; Data on at-risk learner performance and the performance of GT learners; Growth measure on all learners	S	S	S	
<p style="text-align: center;"> <span style="color: green;">√ =Accomplished</span>    <span style="color: blue;">C =Considerable</span>    <span style="color: orange;">S =Some Progress</span>    <span style="color: black;">N =No Progress</span>    <span style="color: red;">X =Discontinue</span> </p>									



<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #4:</b>		Develop a comprehensive professional learning plan to actualize the CISD Learning Framework							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Train educators on the new curriculum documents	Curriculum Directors; Campus Administration, and Instructional Coaches	Training Modules; New Curriculum	Aug. 2017	All	Eduphoria records; Walkthroughs; T-TESS Observations	A	A	A	
Provide training each grading period on the curriculum for that period to provide	Curriculum Directors; Instructional Coaches; Content Coaches	Curriculum Documents; Training Modules	Oct. 2017; Jan.2018; Mar. 2018	All	Eduphoria records; Walkthroughs; T-TESS Observations	A	A	A	

“just in time” training									
Provide formative assessment training to further educate educators on how to check for understanding to monitor and adjust instruction	Director of Professional Learning; Director of Research and Evaluation; Director of Data Systems and Program Evaluation; Campus Admin; Digital Learning Coach	Title I and Title II Funds	June 2017	All ED ELL Sp. Ed.	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data; 1 <sup>st</sup> and 3 <sup>rd</sup> nine week assessments; STAAR data	A	A	A	
Provide structured balanced-literacy training to ensure all components of literacy are being incorporated into the LA block	Director of Language and Literacy; Director of Professional Learning; Instructional Coaches	Title I and Title II Funds	July 2017 – Mar. 2018	At-Risk	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data; 1 <sup>st</sup> and 3 <sup>rd</sup> nine week assessments	S	C	A	

Provide training on teaching with depth and complexity for all content areas	Executive Director of Teaching and Learning; Campus Admin; Instructional Coaches; Digital Learning Coach	Time to train	July 2017 – Mar. 2018	All	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data; 1 <sup>st</sup> and 3 <sup>rd</sup> nine week assessments; STAAR data	A	A	A	
Provide and monitor utilization of training in sheltered instruction, ELPS, language accommodations to support educators in ensuring access to curriculum for all learners.	Asst. Supt. Of C & I; Director of ESL, BE and Global Connection Curriculum; Directors; Campus Admin; ESL Educator	Title III Funds	July 2017 – Mar. 2018	All ESL PB MAS 7 <sup>th</sup> Writing; 6-8 Science; 6-8 Social Studies	Increased student performance on TELPAS and STAAR; BOY, MOY and EOY Assessments; Elevation; Eduphoria; Walkthroughs T-Tess Observations	A	A	A	

<p>The percentatge of our Sped population in math will increase by 5% on the passing rate for STAAR 3-8 with a target of zero on the performance indicator. This will take place in the 2017-2018 school year through training and professional development in the use of multiple representation for all learners.</p>	<p>Director of Mathematics; Executive Director of intervention Services; Director of Special Education; Asst. Supt. Of C &amp; I; Campus Admin.; Director of Professional Learning; Director of Research and Evaluation</p>	<p>Professional Developmentl; Central Admin.; Directors; Campus Admin.; Cognitive Processing Documents; Manipulatives</p>	<p>Fall of 2017</p>	<p>SPED Learners</p>	<p>Sign in Sheets from training; walkthrough data from Core Directors; walkthrough data from intervention services; Unit Educator Tests; STAAR scores; Accountability Data</p>	<p>C</p>	<p>C</p>	<p>A</p>	
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Learners served by SpED will increase their passing percentage on STAAR Writing by a minimum of 5% from the 2016-2017 to the 2017-2018 school year by using evidence-based data to target oral written conventions in writing.	Director of Language Arts; Executive Director of Intervention Services; Director of Special Education; Assistant Superintendent of Curriculum and Instruction; Campus Administrators	Learner writing; Campus Educators; Director of Language Arts; Director of Special Education; Director of Intervention Services; Learner Accommodations; Cognitive Processing Document	Ongoing	Learners served by SPED	Writing Samples; Writing Feedback to Learners; STAAR data; Accountability data	C	C	C	
Through a focus on strategies to address cognitive processing, reading comprehension,	Director of Science; Executive Director of Intervention Services; Director of Special Education;	Graphic organizers; Academic Vocabulary Training; Academic Vocabulary Lists;	Ongoing	Learners served by SPED	Educator Created Assessments; STAAR data; Accountability data; Walkthrough data from Campus Administrators, CORE Directors, and Director of Special Education, and Executive Director of Intervention Services	C	C	C	

<p>concept mapping, and academic vocabulary, the performance of learners served by special education on the 2017 Science STAAR in grades 5, 8, and biology will increase by 5%. The performance of learners served by special education on the 2018 Biology EOC will be no higher than</p>	<p>Assistant Superintendent of Curriculum and Instruction; Campus Administrator s; Director of Professional Learning; Director of Research and Evaluation</p>	<p>Learner Accommodations; Science Notebooking</p>							
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a 1 on the PBMAS Measure									
The passing percentage on STAAR 3-8 will increase by at least 6% from 2017 to 2018 and the performance level assignment on STAAR 3-8 reading will be a zero (0) through the use of differentiated instruction when teaching inferencing and paraphrasing to learners	Director of Language Arts; Executive Director of Intervention Services; Director of Special Education; Assistant Superintendent of Curriculum and Instruction; Campus Administrators	Graphic organizers ; Learner Accommodations; Note-taking Template	Ongoing	Learners served by SPED	Educator Created Assessments; STAAR data; Accountability data; Walkthrough data from Campus Administrators, CORE Directors, and Director of Special Education, and Executive Director of Intervention Services	C	C	C	

served by SPED									
To ensure all children are learning at high levels, resulting in moving from STAGE 2 to 1 on PBMAS during the the 2017-2018 school year, linguistic accommodations will be implemented and monitored from PK -12 and targeted professional learning provided through the lens of oral and written	Director of BE/ESL and Global Connections; Campus Administrator	Linguistic accommodations	Ongoing	ELL's	STAAR data; Accountability data; Walkthrough data from Campus Administrators, CORE Directors, and Director of BE/ESL	C	C	C	



conventions , grammar, and cohesive writing									
<span style="color: green;">√ =Accomplished</span> <span style="color: blue;">C =Considerable</span> <span style="color: orange;">S =Some Progress</span> <span style="color: black;">N =No Progress</span> <span style="color: red;">X =Discontinue</span>									

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #5:</b>		Reframe and prioritize state standards in a way that leads to profound learning							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Train all educators on the High Priority Learning Standards (HPLS)	Core Directors; Director of Enrichment; Instructional Coaches	Time to train	Aug. 2017 – Mar. 2018	All	Eduphoria Records; IEPS	A	A	A	
Utilize HPLS in writing IEP goals	Executive Director of Intervention Services; Director of Special Education; Campus Administra-	HPLS; IEP's	Ongoing 2017-2018	Learners receiving SPED Services	IEP Goals aligned with HPLS PBMAS Data	A	A	A	

	tors; Educators;								
Support a focus on Differentiation; Instructional Coaching; Text Complexity within our campus to address the gaps and needs of each learner and educator as defined by our assessment data.	Campus Admin; Content Directors; Instructional Coaches; Digital Learning Coach	Training Modules; Learning Framework; Conferences	August 2017-June 2018	All	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data; 1 <sup>st</sup> and 3 <sup>rd</sup> nine week assessments; STAAR data	A	A	A	
Support PLC time during our content meetings to allow collaborative planning of instruction	Campus Admin; Content Directors	Training Modules; Learning Framework	August 2017-June 2018	All	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data; 1 <sup>st</sup> and 3 <sup>rd</sup> nine week assessments; STAAR data	A	A	A	

that engages our learners and promotes growth.									
<p style="text-align: center;"> <span style="color: green;">√ =Accomplished</span>    <span style="color: blue;">C =Considerable</span>    <span style="color: orange;">S =Some Progress</span>    <span style="color: black;">N =No Progress</span>    <span style="color: red;">X =Discontinue</span> </p>									

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #6:</b>		Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world)							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Embed technology into Stage 3; include global collaboration resources	Core Directors; Educators; Director of Instructional Technology; DLCs; Director of ESL/BE and Global Connections	Technology hardware; software; robust infrastructure	June 2017-May 2018	All	Unit Plans; Walkthroughs; Observations	C	C	C	
Design and support a technology rich learning	Campus Admin; Digital Learning Coach;	DLCs; Librarians; Educators	August 2016 – June 2017		Unit Plans; Walkthroughs; Observations	A	A	A	

environ- ment that fosters digital literacy, collabora- tion, Ed- camps; information literacy and technology integration as a tool for enriching the learning.	Educators								
<p style="text-align: center;"> <span style="color: green;">√ =Accomplished</span>              <span style="color: blue;">C =Considerable</span>              <span style="color: orange;">S =Some Progress</span>              <span style="color: black;">N =No Progress</span>              <span style="color: red;">X =Discontinue</span> </p>									

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #7:</b>		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Provide a Digital Citizenship Schoology course for educators to incorporate into educator lessons. Specifically for learners in K-12 <sup>th</sup> grade	Director of Instructional Technology; Director of Student Services; Campus Administrators; Educators, Media Specialist Librarians	Schoology Course	Aug. 2017-May 2018	All	Comparison of the number of discipline issues involving digital citizenship from the 2016 school year to the 2017 school year	A	A	A	#2
<p style="text-align: center;"> <span style="color: green;">√ =Accomplished</span>    <span style="color: blue;">C =Considerable</span>    <span style="color: orange;">S =Some Progress</span>    <span style="color: black;">N =No Progress</span>    <span style="color: red;">X =Discontinue</span> </p>									

**CISD DISTRICT IMPROVEMENT PLAN 2017-2018**  
**Appendix A: State and Federal Mandates**

**Bullying Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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 Middle Schools will implement and support Negotiate	Region 10	Campus Principals and Campus Counselors	Negotiate Session Dates, Negotiate Session Agendas, and Lessons
3. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
4. 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 Student Services 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 Student Services 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 Student Services	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 Student Services	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 Student Services	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 Student Services	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 Student Services	Communication Plan for the District and Campuses; Newsletters, Websites.

## Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. East will provide on-going staff training on relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Student Services, 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. East will also address awareness.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Student Services, 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 Student Services, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
4. East will use our advisory time with learners to provide lessons that will increase awareness of teen dating violence and the warning signs of abusive relationships.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Student Services, 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, including any trends with cheating as reported.	Discipline Data	Director of Student Services; 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; Director of Student 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	Director of Student Services; 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	Director of Student Services; Assistant Supt. For Administration; Executive Director of Intervention Services	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	Director of Student Services; Assistant Supt. For Administration; 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	Director of Student Services; Asst. Supt. For Administration; Counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
3. Use our 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	Director of Student Services; Asst. Supt. For Administration; 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	Executive Director of Teaching and Learning	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	Executive Director of Teaching and	Annual Report

		Learning and Content Directors	
3. Develop and annually update a written comprehensive professional learning plan designed to address the needs of GT learners (including initial 30 hours of GT training and annual 6 hour update).	GT Faculty and Local Funds	Executive Director of Teaching and Learning	Written Professional Learning Plan
4. Develop a communication plan designed to systematize internal and external communication with all stakeholders.	GT Faculty & Local Funds	Executive Director of Teaching and Learning & 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 <sup>st</sup> Century skills.	Title II Funds, Local Funds	Executive Director of HR, Direction of Professional Learning, and Communications Department	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II Funds, Local Funds	Executive Director of HR and Director of Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

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

Strategies	Resources	Staff Responsible	Evaluation
1. 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
2. AP and Pre-AP courses will be open enrollment.	Campus Budgets	Counselors	Number of Students Completing AP Course, Number of Students passing AP Exams
3. Increase student and teacher awareness of college and career	Campus Budgets	Campus Administrators; CHS Sp. Lead	Student Surveys and Graduation Tracker Data

readiness/post-secondary education in order to best serve all students.			
4. 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
5. 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

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. All staff members will be trained in the CISD Suicide Prevention Protocol.	Campus Budgets	Campus Principal and Counselors	Training Sign-In Sheets, Training Agendas, and Training Survey Reports
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 2017-2018**  
**APPENDIX B: CORE CONTENT INITIATIVES**

**English Language Arts & Reading**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. Continue to 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
2. Continue to 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
3. 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; WFTBB; Title I, Title III, Title II; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation	Director of Language and Literacy, Campus Rtl teams	Eduphoria - Rtl Documentation
4. Embed ELPS strategies in stage 3 of the curriculum PK-12; Train educators as they implement /utilize proficiency level descriptors to ensure academic language acquisition through reading and writing	ELPS Resources; Training; Title I; Title II; Title III	Director of Language and Literacy, Director of Mathematics, Director of Science, Director of Social Studies	Stage 3 in units with ELPS included
5. Create and implement an action plan for an initiative for every learner who enters CISD to read	Consultants; Coordinator of Research and Evaluation; Director of Data Systems	Asst. Supt. of C & I; Director of Language and Literacy;	At-Risk Data; STAAR results

within three years of being in our district	and Program Evaluation; Literacy resources; Title I, Title II, Title III; SCE	Administrators; Educators	
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## Math

Strategies	Resources	Staff Responsible	Evaluation
1. Develop Mathematics Curriculum Documents for AP and IB courses, including Course-Level Scope and Sequence, Year-at-a-Glance, Unit Plans in Understanding by Design model, Develop model lessons for PK-12 Mathematics courses	PK Guidelines, Mathematics TEKS, Mathematics TEKS Supporting Information, AP & IB Standards, NCTM Resources	Director of Mathematics	Curriculum Documents
2. Support educators' implementation of CISD Mathematics Curriculum Documents through professional learning	CISD Mathematics Curriculum Documents	Director of Mathematics; Mathematics	Curriculum Walkthrough Data

## Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction within K-12 science classrooms with a balance among physical, life, and earth sciences to mirror TEKS	FOSS Kits, STC Kits, and Inquiry-Based Instruction Training (ADI); 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 new 4 <sup>th</sup> -12 <sup>th</sup> grade science educators in Argument Driven Inquiry and Science Academic Vocabulary Strategies. Provide ADI training refresher for all returning 6 <sup>th</sup> -12 <sup>th</sup> grade science educators	Professional Learning, Title I, & Title II	Director of Science; Elementary Science Content Specialists; Secondary Science Instructional Coaches	Eduphoria Records, Classroom Walkthrough Data, Learner Products, and Learning Design Units; STAAR data
3. Implement district performance based science assessments at the end of the 1 <sup>st</sup> & 3 <sup>rd</sup> grading periods to monitor student performance on the K-12 Science program transfer goals	ADI Training and Rubrics, Exemplars Training and Rubrics, District Data Management Process	Director of Science; Director of Assessment, District Data Specialists Science Educators	Data reports and analysis
4. Utilize unit-aligned TEKS-vbased item banks to develop formative and summative assessments to monitor and adjust instruction based on learner performance	Item banks within Curriculum Documents in Schoology	Classroom Educators; Campus Administrators	Student performance; student growth; T-TESS; T-PESS (campus administrators monitoring the PLC process)

## Social Studies

Strategies	Resources	Staff Responsible	Evaluation
<p>1. Administer assessments with Test Bank Items to monitor learner acquisition of content and the district curriculum</p>	<p>Funds for Test Bank Items; Funds to develop additional test items; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation</p>	<p>Director of Social Studies</p>	<p>Pre and Post Assessments</p>
<p>2. Continue to target economically disadvantaged learners for performance improvement in social studies through reading in the content. Train educators as they implement/ utilize proficiency level descriptors to ensure academic language acquisition through reading and writing</p>	<p>Nonfiction leveled reading materials; Title I, Title II, Title III; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation</p>	<p>Director of Social Studies; Educators</p>	<p>STAAR Social Studies Data</p>
<p>3. Develop IB, AP, and Social Studies curriculum</p>	<p>Course appropriate resources; Funds to write curriculum</p>	<p>Director of Social Studies</p>	<p>Curriculum Documents</p>

**CISD DISTRICT IMPROVEMENT PLAN 2017-2018**  
**APPENDIX C: COMPONENTS OF A SCHOOL WIDE TITLE I PROGRAM**

<b>Components of a Schoolwide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	
Schoolwide reform strategies	Opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement  Use effective methods and instructional strategies that are based on scientifically based research: <ul style="list-style-type: none"> <li>i. Strengthen core academic programs</li> <li>ii. Increase amount and quality of learning time</li> <li>iii. Strategies for meeting educational needs of underserved populations</li> </ul>	
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 rubric.	

## CISD DISTRICT IMPROVEMENT PLAN 2017-2018

### 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
DOI	District of Innovation	SRO	Security Resource Officer
GT	Gifted and Talented	TAKS	Texas Assessment of Knowledge & Skills
HR	Human Resources	TEA	Texas Education Agency
IB	International Baccalaureate	TEC	Texas Education Code
ICLE	International Center for Leadership in Education	TEKS	Texas Essential Knowledge & Skills
IDEA	Individuals with Disabilities Act	x2VOL	Data Warehouse for Service Learning
IAP	Individual Acceleration Plan		
IEP	Individual Education Plan		
ISS	In School Suspension		

