



Coppel Independent School District  
Campus Improvement Plan  
Lakeside  
2017-2018

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.

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

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>GEMA HALL, TRICIA BADILLO</b>	<b>ADMINISTRATORS</b>
<b>KATHERINE BROADHURST</b>	<b>KINDERGARTEN EDUCATOR</b>
<b>KIRBY LEONARD</b>	<b>FIRST GRADE EDUCATOR</b>
<b>MISSY KLING</b>	<b>SECOND GRADE EDUCATOR</b>
<b>DEBBIE ETHERIDGE</b>	<b>THIRD GRADE EDUCATOR</b>
<b>FRANKIE ROBERTSON</b>	<b>FOURTH GRADE EDUCATOR</b>
<b>LEIGHANN ABERNATHY</b>	<b>FIFTH GRADE EDUCATOR</b>
<b>MAUREEN SALMON</b>	<b>SPECIALS</b>
<b>POOJA SHIVRAJ</b>	<b>DISTRICT REPRESENTATIVE</b>
<b>KENT CHAMBLISS</b>	<b>PARENT REPRESENTATIVE</b>
<b>ASHLEY VEGA</b>	<b>BUSINESS REPRESENTATIVE</b>
	<b>COMMUNITY REPRESENTATIVE</b>

**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, Campus Demographics, CISD Learning Framework and Learner Portrait; BOY, MOY, EOY data (iStation, DRA, Math Screeners), Clarity data</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>	<b>Demographics</b> Student population reflects diversity: African American 2.9%, Hispanic 9.2%, White 48%, American Indian .2 %, Asian 37.1 %, Two or More Races 2.7%, Economically Disadvantaged 1.5%, ELL 7.6%, At Risk 20%; Special Education 5.3%; GTi .04%	Cultural representation on committees Diversity/Cultural Sensitivity Training Increased awareness of opportunities to assist in planning and participating in events on campus	Provide opportunities to learners and families to share cultures across the campus. Encourage participation in PTO, campus volunteering opportunities
<b>Student Achievement</b>	Parent survey results indicate educators make academics a priority and ensure learners are challenged and successfully.	Close the achievement gap with SPED and LEP learners in reading, writing and science.	Staff participate in RTI, 504 and ARD decision making training; co-teach model in the inclusion classrooms; Goal setting with progress monitoring/documented reteach

	<p>STAAR data shows over 90% of learners are passing at the “approaches” standard.</p>		<p>component in SPED writing and SPED science; increase use of non-fiction texts into the ELAR block supporting science instruction; UbD design reflection with grade level data to meet the needs of learners who have documented achievement gaps; implement new scope and sequence from the district; increase teaching time for writing for ELL learners; early interventions for grades K-3 in literacy; identify learners with special needs (i.e. dyslexia) as early in the year as possible; provide training on accommodations for learners with special needs; incorporate identified ESL learner with sheltered instructional strategies; incorporate ADI in science for grades 4-5;</p>
<p><b>School Culture and Climate</b></p>	<p>Survey data indicates our school is safe, revisiting the crisis protocol and retraining staff annually to ensure continued safety/ Digital literacy and citizenship is being taught to every learner. Survey data indicates strong relationships with learners and the community, positive</p>	<p>Continue to support protocol for learners/parents and educators who have reported bullying; investigate concerns reported along with follow up measures regardless of the outcome of the investigation</p>	<p>Counselor and Assistant Principal will train staff on protocols in creating a proactive anti-bullying environment across the campus. Digital literacy will be taught and reinforced throughout the year.</p>

	learning environment, creativity and innovation is encouraged, and caring educators.		
<b>Staff Quality/Professional Development</b>	100% of Lakeside Staff are highly qualified.	Continue hiring practices of highly qualified staff with multiple reference checks; expand professional development through PLCs	Cultural Diversity Training; ARD meeting training; RTI Training; 504 training; Sheltered Instruction Strategies, Professional Development training throughout the year; PLC focus
<b>Curriculum, Instruction, Assessment</b>	Campus RTI process in place with a minimum number of meetings with each staff member monthly to discuss learner need and support; educators plan with the UbD lens; literacy library available K-5 in addition to library support; utilization of high priority learning standards for all content areas	The district audit reflected the need to strengthen the curriculum and the documents available to educators; training on Common Formative Assessments	Implementation of district curriculum; continued improvement in planning with UbD and participation in district's differentiated training on UbD; team collaboration on common formative assessments through PLC time after training; K-3 Balanced Literacy
<b>Family and Community Involvement</b>	Strong parental involvement; parent survey data indicates high percentage of involved families	Increased parent involvement in all demographics reflected on the campus is needed; reachout to parents for opportunities to volunteer in the office, library, classroom, PTO	Utilize Just the Facts to parents to encourage volunteering at any level on the campus; Meet with PTO on ways to reach out to new families and returning families who have not been involved in opportunities to be involved with the campus

<b>School Context and Organization</b>	Educators and administrators use multiple data points to drive decision making	Training in how to fully support ESL learners; opportunities for individual and small group differentiated instruction is needed as well as training on instructional strategies	Participate in training on how to monitor ESL learners for special needs they may have; professional development on effective teaching practices; PLC use grade level and school wide data to determine effectiveness of strategies
<b>Technology</b>	Educators embed strong foundation of skills and technology competency within UbD; learners are provided with one on one ipads in grades 4 and 5; one to two technology devices for all other learners available	District will increase strength to ensure all devices have access to secure and reliable internet services	District will find storage solutions; expand WiFi capability; campus will follow the replacement schedule set forth by the district for devices



List the identified needs of the district derived from data review

### **Family and Community Involvement**

- Increase volunteer force to be reflective of the campus demographics
- Increase communication for partnership opportunities
- Expand community partnerships
- Increase welcoming environment at all school events
- Increase communication between families and educator regarding learners' academic progress

### **Technology**

- Continue to utilize technology work order system
- Increase authentic use of technology
- Implement district policies relating to technology and technology use
- Reinforce digital citizenship and responsible use

### **Student Achievement**

- Additional training on how to analyze data and how to use the data to drive instruction
- Additional training on what to do with formative assessment data
- Additional training on instructional strategies related to data
- Training on 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
- Closing the gap for SPED learners
- Scope and sequence training
- Continued RTI documentation K-5

### **Teacher Quality**

- Hiring highly qualified educators
- Professional Development throughout the year
- Create a strong PLC presence on the campus

**Demographics:**

- Increase cultural sensitivity in instructional design

**Staff Quality/Professional Development:**

- Additional training on effective PLC implementation
- Participate in District Math, Science, and Social Studies training offered throughout the year
- Participate in District Mentor program
- Continue implementation of Instructional Coaching model
- Support the implementation of District Curriculum and Scope and Sequence

**Curriculum, Instruction, Assessment:**

- Continue implementation of Instructional Coaching model
- Vertically align math and science curriculum K-5 targeting identified low performing TEKS
- Provide support with Balanced Literacy implementation K-5

**Technology:**

- Provide ongoing training to learners and educators that supports Digital Literacy and Citizenship
- Work with district to identify a replacement plan for aging technology

**School Context and Organization:**

- Increase effective PLC implementation
- Increase implementation of Instructional Coaching
- Implement positive character school wide practices to support National School of Character



<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>									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Continue to expand partnerships with community	Gtl coach to update document; all staff to reach out to add to document	None Needed	Aug 2017- June 2018	All	Updated document with list of partners; Link to district document when available	S =Some Progress	S =Some Progress	C =Considerable	
Meet with Director of Marketing & Business partnerships to give input on need at campus level	Director of Marketing & Business Partnerships; Campus Partnership Representative	None Needed	Oct 2017- April 2018		Meeting notes with action steps	X =Discontinue	X =Discontinue	X =Discontinue	

In an effort to increase authentic learning experiences, utilize technology (i.e. Skype, etc.) to reach beyond the classroom walls for connections with experts or other learning communities	Educators; Media Specialist; Digital Learning Coach	Technology	Aug 2017- June 2018	All	Lesson Plans; Tweets; Walkthroughs; teacher professional development conferences attendend; EOY feedback from educators	C =Considerable	C =Considerable	√ =Accomplished	
√ =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>									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Each grade level K-5 will promote a service learning project	All Staff	Technology	Sept 2017-May 2018	All	Service learning projects promoted at each grade level; journal reflections; pre/post service learning project student surveys	S =Some Progress	C =Considerable	√ =Accomplished	
√ =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 #3:</b>		Expand opportunities for internships and job shadowing							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Continue to support the High School through the Ready Set Teach Program	CHS	Educators	Sept 2017-June 2018	All	Ready Set Teach learners in the classrooms	C =Considerable	√ =Accomplished	√ =Accomplished	
Integrate college and career options during guidance lessons and UbD extensions	Educators; Counselors	College surveys; guidance lessons	Sept 2017-June 2018	All	UbD, walkthroughs, Lakeside Live announcements, school-wide posters	C =Considerable	√ =Accomplished	√ =Accomplished	

✓ =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 #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>									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Partner with local companies for field trips to see different opportunities to apply lessons to authentic working scenarios	Educators; Campus Administrators	Businesses providing opportunities for field experiences	Sept 2017-June 2018	All	Field Trips taken, UbD; journal reflections	C =Considerable	✓ =Accomplished	✓ =Accomplished	



which will align to TEKS.									
Offer opportunities for educators to observe other each other	Campus Administrators; Educators; DLC		Sept 2017- June 2018		Teacher growth as documented through Walkthroughs; UbD plans; PLC agendas	C =Considerable	C =Considerable	C =Considerable	
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

<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>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	

Expand use of Schoology as a Digital Learning Tool	Campus Administrator; Educators; DLC	iPads & computers	Sept 2017- June 2018	All	Participation in Schoology course; UbD; Walkthroughs	C =Considerable	C =Considerable	C =Considerable	
✓ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<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>									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Support the smooth transition of learners from overflow campuses	All Staff; Campus Administration; RTI Team ; Counselor	Busses	Aug 2017- Sept 2018		RTI Aware data; Just the Facts; Grade Level Newsletters; PTO correspondence	N =No Progress	S =Some Progress	✓ =Accomplished	

and support their needs									
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									
<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>									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Continue Parent Learning Walks	Campus Administrator s	Sign Up Genius	Sept 2017-May 2018	All	Just the Facts; Families new to Lakeside will have a deeper connection and understanding of the school	<b>X =Discontinue</b>	<b>X =Discontinue</b>	<b>X =Discontinue</b>	
Communicate with parents and learners	5 <sup>th</sup> Grade Teachers; Counselor; Campus	Middle School counselors and	April 2018-June 2018	All	Newletters; Transition Meetings; Emails; Just the Facts	<b>N =No Progress</b>	<b>S =Some Progress</b>	<b>√ =Accomplished</b>	

about transition to middle school (i.e. course and elective options)	Administrators	course information							
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

<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>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Participate in trainings on the new curriculum documents	Staff; Campus Administration; District Administration	District lead trainings	July 2017-Feb 2018	All	Eduphoria records and survey data; PLC data; UbD reflecting use of information learned	<b>C =Considerable</b>	<b>C =Considerable</b>	<b>√ =Accomplished</b>	

Participate in training with the Classroom Management Framework	Staff; Campus Administration; District Administration	Intervention Services Training	July 2017-Feb 2018	All	Eduphoria Records; as needed based on needs of educators	C =Considerable	C =Considerable	√ =Accomplished	
Embed Social Skills into lessons to support TEKS and National School of Character components at each grade level	Educators	Curriculum with embedded supports	Aug 2017-May 2018	All	Lesson Plans; Walkthroughs	S =Some Progress	C =Considerable	√ =Accomplished	
Ensure that classrooms have a Balanced Literacy approach	Educators; Campus Administrators	None Needed	Aug 2017-May 2018	All	UbD; Educator Classroom Schedules; Walkthroughs	S =Some Progress	S =Some Progress	C =Considerable	
Implement ADI in Science Classrooms 3-5	3-5 Science Educators; Campus Administrators; Director of Science	Training from District in ADI	Sept 2017-May 2018	All 3-5 Learners	UbD; Walkthroughs; STAAR Data; Assessments	C =Considerable	C =Considerable	C =Considerable	

Monitor the curriculum implementation with walkthroughs	District Directors; Campus Administration	Curriculum walkthroughs; Data Reports; Assessments	Sept 2017-May 2018	All	UbD; Walkthroughs	S =Some Progress	C =Considerable	√ =Accomplished	
Maximize time in classrooms by training on accommodations and ARD decisions on Least Restrictive Environment	Intervention Services; Campus Administration; Diagnostician; SPED Coordinators	Time to train educators	Aug 2017-Sept 2017	SPED	Training Modules; ARD paperwork; Learner Success	C =Considerable	C =Considerable	√ =Accomplished	
Support Instructional Coaches on increasing educator capacity to provide scaffolded support for learners	Campus Administrators; ESL Facilitator, DLC, Gtl, Instructional Coach		Sept 2017-May 2018	All	UbD; PLC agendas; Team notes	C =Considerable	C =Considerable	√ =Accomplished	

Participate in targeted professional learning for social studies and science content acquisition for ELLs	District Administrator; Educators; ESL Facilitators; Campus Administrator; Coach	Time to participate in training	Sept 2017-Apr 2018	All	UbD; PLC agendas; sign in sheets; TELPAS and STAAR scores	C =Considerable	C =Considerable	√ =Accomplished	
√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<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 #2:</b>		Expand program offerings that reflect our diverse community of learners							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Implement policies created by CISD plan to support	Campus Administration; District Administration	Updated Board Policy	Oct 2017-May 2018	All	Agendas; Sign in Sheets	C =Considerable	C =Considerable	√ =Accomplished	

District of Innovation									
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

<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 #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>									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Utilize data through a growth mindset	Educators; Campus Administration	Assessment data	Sept 2017-May 2018	All	RTI minutes; PLC agendas; Documented ReAssessments	C =Considerable	C =Considerable	C =Considerable	
Participate in Diversity Training at district and campus levels	District Administrators; Campus Administrators; Educators; ESL Facilitators	Diversity Training	Oct 2017-Feb 2017	All	Sign in Sheets; Walkthrough; UbD; ESL Facilitator blog with resources	S =Some Progress	S =Some Progress	S =Some Progress	



Continue to provide opportunities for peer to peer observation in order for educators to learn from other educators	Campus Administration; Coaches	Substitutes	September 2017-May 2018	All	Coaching Conversations; Administrator Feedback; Observations	C =Considerable	C =Considerable	C =Considerable	
Participate in trainings for administrators and educators for assessments and follow set guidelines	Director of Accountability and Assessment; Coordinator of Assessment; Campus Administrator; Educators	Know assessments and their purpose	Sept 2017-April 2018	All	No irregularities at campus level	√ =Accomplished	√ =Accomplished	√ =Accomplished	
Implement the process of RtI meetings for ELL's to include a review of TELPAS data,	Director of Assessment and Accountability; Director of Enrichment; Campus Admin.; Exe. Director of	Process for meetings	Sept. 2017-May 2018	ELL		S =Some Progress	C =Considerable	√ =Accomplished	

Proficiency Level Descriptors, and accommodations to ensure learners are making adequate progress with language, accommodations are being utilized, and appropriate language and content interventions are provided	Curriculum and Instruction; Executive Director of Intervention Services; Campus ESL Support; RTI Team; Campus Administration								
Ongoing training for educators on RtI protocols, review of data (i.e. TELPAS, BOY/MOY/E	District Administrators; Campus Administrators; Campus Counselors; Educators; ESL Facilitator	Universal Screeners to reduce the over/under identification of diverse	Aug. 2017-Apr. 2018	At-Risk	Sign in Sheets; meeting agendas; feedback from administrators and educators	S =Some Progress	C =Considerable	√ =Accomplished	

OY screeners, iStation, etc.) and progress monitoring tools, including ELLs		learners; Elevation LPAC management system							
Participate in training on Working with Learners with Cultural and Language Differences at campuses	Campus Administrator s; District Administrator s; Educators; ESL Facilitators	trainings	Aug 2017- April 2018	All	Sign in Sheets; meeting agendas; feedback from administrators and educators	S =Some Progress	S =Some Progress	S =Some Progress	
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

<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

Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Begin to study Common Formative Assessments and provide initial support through PLCs and participate in district training	Educators; Campus Administrator s; District Administrator s	Training on Common Formative Assessments	Oct 2017- May 2018	All	PLC agendas; grade level Common Formative Assessment discussion; information from district training	C =Considerable	C =Considerable	√ =Accomplished	
√ =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>	
Continue to hold and refine learner led goal setting conferences	Educators	None Needed	Sept 2017-May 2018	All	Learner goals; UbD; Just in Time training for educators	C =Considerable	C =Considerable	√ =Accomplished	
Invite 5 <sup>th</sup> grade SPED learners to participate in ARDS as developmentally appropriate	SPED Case Manager; Admin; 5 <sup>th</sup> Grade Educators; 5 <sup>th</sup> Grade Learners; Campus Administration	None Needed	Sept 2017-May 2018	5 <sup>th</sup> SPED Learners	ARD Minutes	√ =Accomplished	√ =Accomplished	√ =Accomplished	

Continue Implementation of structured balanced literacy model and a guided math model that supports learner goals and achievement	Educators; Campus Administration; Coaches; Educators	Defined Balanced Literacy Program by CISD; Recommend Minutes	Sept 2017-May 2018	All	Walkthroughs; Schedules; Observations; UbD; PLC agendas	C =Considerable	C =Considerable	√ =Accomplished	
<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>									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	

Support educators with use of new curriculum documents	Educators; Campus Administration	Curriculum documents	Aug 2017-May 2018	All	Walkthroughs; Ubd; Observations	C =Considerable	C =Considerable	√ =Accomplished	
Campus wide review of the Learning Framework	Campus Administration	Learning Framework	Aug 2017-May 2018	All	Agendas; News and Notes; sign in sheets	C =Considerable	C =Considerable	√ =Accomplished	
Continue to train staff in effective PLC practices and participate in 2 <sup>nd</sup> level PLC training	Campus Administration; Instructional Coach; Educators	District Trainings	Aug 2017-May 2018	All	Educator Goals; PLC Notes and Artifacts; New and Notes; PLC agendas	C =Considerable	C =Considerable	√ =Accomplished	
Continued formative assessment training to further educate educators on how to check for understanding to	Educators; Campus Administration; Coach	None Needed	Aug 2017-May 2018	All	UbD; Observations; Walkthroughs; Coaching Meetings; Assessment Data	C =Considerable	C =Considerable	√ =Accomplished	

monitor and adjust instruction									
Continue to support the implementation of Balanced Literacy into ELAR block	Educators; Campus Administration; Instructional Coach; Educators	District Training and Expectations	Aug 2017- June 2018	All	Observations; UbD; PLC agendas	C =Considerable	C =Considerable	√ =Accomplished	
Train all educators on “7 Steps to a Language Rich Interactive Classroom” through PLCs to provide effective strategies for ELLs	Campus Administrators; Coach	<u>7 Steps to a Language Rich Interactive Classroom</u> \$300	Oct 2017- May 2018	All	PLC agendas; Walkthrough; T-TESS Observation data; TELPAS growth	C =Considerable	C =Considerable	√ =Accomplished	



<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

<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>									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Participate in district training on the High Priority Learning Standards	District Administrators	Training	Aug 2017-Mar 2018	All	Eduphoria Records; IEPS	C =Considerable	C =Considerable	√ =Accomplished	
Utilize HPLS in writing IEP goals	District Administrators; Campus	Training	Ongoing 2017-18	Learners receiving	IEP Goals aligned with HPLS data	C =Considerable	C =Considerable	√ =Accomplished	

	Administrators; Educators			Special Education Services					
Assess High Priority Learning Standards for each content area	Campus Administration; Educators	Assessment item banks; Data analysis tools	Sept 2017-May 2018	All	Data Analysis; Assessments	C = Considerable	C = Considerable	√ = Accomplished	
Intensive targeted instruction to learners with content gaps	Educators, Campus Administration	Substitutes; State Comp. Ed. Funds \$1200?	Sept 2017-May 2018	All	Data Analysis; Assessments	C = Considerable	C = Considerable	√ = Accomplished	
Support SPED growth through the use of strategies to address cognitive processing, reading comprehension	Campus Administrators; Educators	none	Sept 2017-May 2018	Learners served through SPED	No populations being identified through Systems Safeguard; IEPs; UbD; Walkthroughs	C = Considerable	C = Considerable	√ = Accomplished	

tion, and academic vocabulary for learners served by special education.									
√ =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 #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>									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Implment use of Digital	Educators; DLC; Campus	Google; See Saw	Aug 2017-	All	Portfolio creation with learner artifacts	C =Consid erable	C =Consi derable	√ =Acco	

Portfolios K-5	Administration		May 2018					Completed	
Incorporate collaborative technology components into lessons (i.e. Skype)	Educators; DLC; Administrators	Technology	Aug 2017-May 2018	All	Walkthroughs; UbD; Reflections of Learning Journals	C = Considerable	C = Considerable	√ = Accomplished	
<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>									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Embed intentional digital	Educators; DLC	Digital Citizenship	Aug 2017-	All	Comparison of the discipline issues involving digital citizenship from the	C = Considerable	C = Considerable	√ = Accomplished	#2

citizenship lessons aimed at the needs of specific grade levels		p resources	June 2018		2016/17 school year and the 2017/18 school year			mplish ed	
<b>√ =Accomplished</b> <b>C =Considerable</b> <b>S =Some Progress</b> <b>N =No Progress</b> <b>X =Discontinue</b>									

## CISD DISTRICT IMPROVEMENT PLAN 2017-2018

### 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 <sup>th</sup> 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 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 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 CTE	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 CTE	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 CTE	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 CTE	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 CTE	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 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. Middle school 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. Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy 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	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	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 Learning and Content Directors	Annual Report
3. Develop and annually update a written comprehensive professional learning plan designed to address the	GT Faculty and Local Funds	Executive Director of Teaching and Learning	Written Professional Learning Plan

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

<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	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 within three years of being in our district	Consultants; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation;	Asst. Supt. of C & I; Executive Director of C & I; Director of Language and Literacy;	At-Risk Data; STAAR results

	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
3. Continue to Develop tools and provide professional learning for Response to Intervention in K-5 Mathematics	CISD RtI Documents (universal screeners, progress monitoring tools, intervention resources)	Director of Mathematics	RtI Documents, Feedback on Implementation, Universal Screening Data, Progress Monitoring 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. Train all 3 <sup>rd</sup> grade science educators in Argument Driven Inquiry and support implementation	Professional Learning, Title I & Title II	Director of Science	Eduphoria Records, Classroom Walkthrough Data, Learner Products and Learning Design Units
4. Train all K-3 science educators in the use of Exemplars as a performance assessment in science	Professional Learning, Title I & Title II	Director of Science	Eduphoria Records, Classroom Walkthrough Data, District Assessment Data, Learning Design Units
5. 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
6. 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
1. Administer assessments with Test Bank Items to monitor learner acquisition of content and the district curriculum	Funds for Test Bank Items; Funds to develop additional test items; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation	Director of Social Studies	Pre and Post Assessments
2. Continue to target economically disadvantaged learners for performance improvement in social studies through reading in the content	Nonfiction leveled reading materials; Title I, Title II, Title III; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation	Director of Social Studies; Educators	STAAR Social Studies Data
3. Develop IB, AP, and Social Studies curriculum and CTE curriculum	CTE resources; Course appropriate resources; Funds to write curriculum	Director of Social Studies	Curriculum Documents

**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		

