



Coppel Independent School District
Mockingbird Elementary
Campus Improvement Plan
2017-2018

Laura Flynn, Principal

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**

Name of Participant	Committee Role
Laura Flynn	Principal
Kristan Perryman	Assistant Principal
Joni Taylor	Kindergarten Teacher
Julia O’Hearn	First Grade Teacher
Debby Samaras	Second Grade Teacher
Eileen Fox	Third Grade Teacher
Lauren Bledsoe	Fourth Grade Teacher
Sabrina Khan	Fifth Grade Teacher
Ann Carlsson	GtI Teacher
Sara Hardy	Parent
Joel Zeff	Parent
Krishnakant Dave	Parent
Dawn Truesdell	Business Representative
Tom Savard	Community Member
Jody Reynolds	Instructional Coach
Sini Thomas	Counselor
Laurie O’Neill	District Liaison

**Comprehensive Needs Assessment Summary
2017-2018**

Data Sources Reviewed:			
<ul style="list-style-type: none"> STAAR, PBMAS, TELPAS, DEIC Input, Attendance, Discipline Data, RtI Data, Parent Survey, Walkthroughs, Clarity Survey, CogAT data, iStation/DRA, Educator Goal-Setting, Learning Walks, Curriculum Department Feedback/Input, T-TESS/T-PESS Evaluations, Report Cards, AYP Measures, SBDM committee, Collaborative Team Time/Faculty Meetings, Common Formative Assessments, Gifted and Talented Data, ESL data, IEP/504 service plans 			
Area Reviewed	Summary of Strengths What were identified strengths?	Summary of Needs What were identified needs?	Priorities What are the priorities for the district, including how federal and state program funds will be used?
Demographics	Strong diversity in culture; increased gifted and talented identification; diversity in teaching staff	Cultural sensitivity training; Instructional Culturally Responsive Classroom Training to aide in ESL learners becoming proficient in English; Everyday means to embrace and celebrate diverse cultures within the school	Provide additional resources/professional learning for ESL learners to acquire the English language; Continue to train administrators and educators on RtI, 504, LPAC, and ARD decision making; Implement action plans created through the SBDM last year in order to celebrate and recognize diverse cultures and backgrounds
Student Achievement	Our data indicates that 50% of our third grade learners mastered the state assessment in mathematics.	Continue to incorporate highly effective instructional strategies in order to close the achievement gap for ESL	Provide early intervention at K-3 rd grade to ensure all learners are meeting expectations with literacy.

	<p>All ESL learners passed the third grade math assessment, and 90% of our ESL learners passed the third grade reading assessment. 80% of our special education population passed the third grade reading assessment, and 40% of our special education population mastered the reading assessment. In fourth grade, 100% of our Gtl population mastered the reading and math assessment.</p>	<p>and special education learners in reading, math and writing. Our data indicates a need for strong vertical alignment in the area of writing in order to move students from approaching grade level to mastery.</p>	<p>Identify learners with special learning needs such as dyslexia as early in the year as possible; make appropriate instructional decisions for learners classified as 504 or special education learners; provide training on accommodations for learners with special needs.</p> <p>Create vertical teams in all core content areas (math, science, literacy) in order to better understand vertical progressions, the depth and complexity of the standards, and gain understanding on how to scaffold and extend instruction for all student groups.</p>
<p>School Culture and Climate</p>	<p>Our safety data indicates that Mockingbird is 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. Parent survey results indicate a positive school climate and high satisfaction rates in</p>	<p>Surveys indicate that we have learners who have experienced bullying, however 75% of our parents believe bullying is infrequent. Increased community and parent involvement is desired throughout the year.</p>	<p>Parents will receive information and processes regarding bullying and the procedures to follow if their child is being bullied. Assistant Principal will train staff on CISD bullying protocol Digital literacy will be taught and reinforced a minimum of 4 times during the year. Digital Citizenship is an additional course added in Schoology this year for educators to utilize as a resource. Structures have been put in place for increased</p>

	parent/teacher communication. Newcomers to Mockingbird participate in a special lunch to welcome them.		educator collaboration to ensure high levels of learning for all.
Staff Quality/Professional Development	100% of Mockingbird staff is highly qualified. Diversity in staff has increased due to recent hires. Collaborative planning time is integrated into the master schedule to allow for ongoing, job-embedded professional development. Faculty meetings, instructional team leader, and vertical team meetings are opportunities for professional growth and are increasingly differentiated to meet educator needs. Learning walks occur on an ongoing basis for job-embedded professional development and educator collaboration.	Continue to seek highly qualified staff; ensure ESL certification at all levels for reading educators; actively recruit greater diversity in all areas of staffing, follow the needs assessment of staff to provide professional development in the areas of math workshop, reader's workshop, writer's workshop, professional learning communities, and ESL strategies	Continue to hire diverse staff; Complete Cultural Diversity Training; ARD Meeting Training; 504 Training; Sustain learning walks on campus (educator to educator) with time for reflection and conversation; Continue to maximize the use of the instructional coach in order to meet individual and team needs; Use all possible meetings (faculty, team, etc.) in order to provide targeted, job-embedded professional development; Track student progress through multiple data sources in order to align staff PD needs; Partner with the Math Curriculum Director in order to strengthen the math workshop model campus-wide, especially in the areas of differentiation and small group instruction
Curriculum, Instruction, Assessment	We have an Rtl process in place for math, ELAR and behavior and educators are	We need to calibrate our universal screeners for literacy and develop	Implement the aligned curriculum horizontally and vertically; Provide extended planning time for

	<p>implementing with fidelity; Educators have significant autonomy in their planning within district parameters; We have an interactive literacy library for educators and learners; High priority learning standards have been identified in science, social studies, and mathematics; Educators are working collaboratively to write common formative assessments, analyze the results, and respond systematically through WIN (What I Need time) during the school day</p>	<p>stronger progress monitoring tools for ELLs and the at-risk population; We need more customized instruction for our gifted and talented population and our at-risk learners (Sped., ELLs, Eco. Disadvantaged); Our educators need time to become familiar with new curriculum documents and resources; We need to continue researching and learning about highly effective instructional strategies to meet the needs of all student groups; There needs to be a greater focus on results, and student data should be tracked and applied regularly</p>	<p>educators to learn new curriculum documents and resources; Monitor instructional practice aligned to the new scope and sequences in all core content areas; Collaborate with the district Sped department to learn and implement highly effective instructional strategies, write more effective IEP goals aligned to High Priority Learning Standards, and develop a better understanding of the inclusion vs. resource model; Work with the ESL facilitator to increase understanding of how to close the gap for our ELLs and use research-based strategies; Allow GT facilitator to work collaboratively with general education teachers in order to meet identified GT learners' needs in a variety of ways; Continue to increase educator and administrator knowledge of writing effective common formative assessments and implement data protocols in order to analyze data and plan for interventions and extensions; Collaborate with data and assessment departments to gain additional reports to help plan targeted instruction; Implement</p>
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			vertical teams in math, ELAR, and science to better understand vertical progressions and appropriate levels of rigor for each grade level as well as align best practices in instruction; Continue implementation of the workshop model in all core content areas with a greater focus on differentiation and targeted small group instruction
Family and Community Involvement	Strong parental involvement, however, we would like to offer more authentic opportunities to meet the needs of working parents and stay-at-home parents; New learners are assigned a buddy family to help acclimate; Opportunities for parent learning walks to learn about instruction; Mavs' Dads groups to increase involvement with fathers; MKB Running Club is an opportunity for parent volunteers; Rise 'n Shine assemblies open to parents and community members to help build campus	Reach out to parent groups with under representation in volunteering to welcome them to gather input on how they feel they would like to support the school in supporting their children; Increase communication on student progress in the classroom; Strengthen information about curriculum and instruction on the website for parent access; Increase use of Twitter to help tell campus story and celebrate successes while providing a window into the school	Increase volunteer force of underrepresented parent groups; Provide resources and outreach to parents to educate them on literacy/STEAM initiatives and partnership opportunities to support authentic learning; Host additional events this year to increase community involvement, including a Running Club with parent volunteers, Family Picnic Nights, and a STEAM lab event; Consider implementation of Brown Bag Lunches in order for parents to share their areas of expertise and be involved in an authentic and purposeful manner

	community; Family events available such as Family Picnic/Book Fair, STEAM showcase night, and musical performances		
School Context and Organization	Educators and administrators have multiple data sources with which to drive decision-making; Collaborative Team Time is built into the master schedule for every team to work on the PLC cycle; Research is sent via a campus newsletter weekly; Campus is participating in a school-wide book study on <i>Learning by Doing</i> to deepen understanding and effectiveness of a professional learning community; Leadership team attended Principal Academy in order to increase understanding of PLCs; AP attending the PLC Institute this year to bring back greater understanding to campus	Continue to strengthen understanding of professional learning communities and structures needed to support the work through Learning by Doing book study, faculty meetings, and team meetings; Remain reflective about the master schedule to ensure that instructional time and educator collaboration opportunities are maximized; Build shared leadership and educator capacity through Instructional Team Leader meetings	Facilitate book study (<i>Learning by Doing</i>) and regularly check educators' levels of understanding; Complete rubrics to assess our progress on the journey of becoming a highly effective PLC; Implement suggestions and recommendations from district PLC Sustainability Committee; Remain reflective about the master schedule to ensure that instructional time and educator collaboration opportunities are maximized; Build shared leadership and educator capacity through Instructional Team Leader meetings

<p>Technology</p>	<p>There is a high level of technology use on our campus, such as Google classroom, Schoology, learner-made videos, and Skype sessions. Morning announcements are run by students in our MKB studio.</p>	<p>Additional educator training is needed in the area of authentic technology integration</p>	<p>Continue educator training on authentic technology integration in all content areas. Continue to utilize our DLC in order to provide support in meaningful ways</p>
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List the identified needs of the campus derived from data review

Family and Community Involvement

- Increase volunteer force to include all groups of parents
- Greater need for communication on partnership opportunities with educators
- Need for parent communication of learner progress throughout the nine weeks
- Expansion of business and parental partnerships

Technology

- Partner with DLC in a variety of ways to increase educator understanding
- Continued integration of technology in authentic ways

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 all student groups (GtI, SpEd, ESL, etc.)
- Training on how to make decisions for special education and ESL learners
- Development of more authentic digital learning opportunities
- Implementation and monitoring of sheltered-instruction strategies
- More frequent, high-quality common formative assessments to ensure learning
- Data protocols to analyze CFAs and implement interventions and extensions
- Scope and sequence implementation

Teacher Quality

- Ensure that CISD mentoring program is implemented with fidelity
- Provide meaningful, ongoing feedback and job-embedded professional development
- Continue to recruit highly qualified, diverse staff members

Demographics

- Increase cultural sensitivity and competencies in instructional design

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)							
Performance Objective #1:		Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Continue to expand partnerships with local businesses, especially as related to the STEAM lab	Campus Administrators; Director of Marketing and Business Partnerships	Contacts at local businesses	August 2017- June 2018	All	Meeting minutes and agendas; Collective projects; Record of use of partners	N	N	S	
Utilize the district system to align partners	Campus Administrators; Director of Marketing and	List of available business partnerships	August 2017- May 2018	All	Agendas of meetings where information is shared or emailed; Record of use of partners at campuses; Educator	N	S	S	

with campus needs	Business Partnerships				feedback indicating they were made aware of partnership opportunities				
Use surveys and Google forms to determine talents and skills of our parents that could benefit the campus	Campus Administrators; GTi Specialist; Instructional Coach	Director of Marketing and Business Partnerships; Visiting campuses with more developed STEAM curriculum	July 2017- June 2018	All	Parent surveys and completed Google forms; Projects presented and/or completed in collaboration with parents (STEAM lab)	S	S	S	
Partner with media classes at New Tech High and KCBY (CHS) to develop learners' broadcasting skills and knowledge of equipment	Campus Administrators; IC; DLC; Educators	Video equipment, Media educators, Technology Department	October 2017- June 2018	All	Learners will execute a well-run broadcast each morning; Technology will be better understood by learners on broadcast team; Agendas/meeting dates with NTH@C and KCBY	S	S	S	
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Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)							
Performance Objective #2:		Increase volunteer and service opportunities for learners within the community							
Summative Evaluation (to be filled out 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	
Promote and complete a service learning project in each grade level, K-5th	Campus Administrators; Educators	None needed	Sept. 2017-May 2018	All	Service learning projects promoted at each grade level with indications of the “type” of service learning completed	C	C	C	
<p style="text-align: center;"> ☑ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue </p>									

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)							
Performance Objective #4:		Partner with industry professionals to design and offer field-based learning experiences for educators							
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	
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 Administrators	Substitutes; Planning time to incorporate learning into lessons; Partner Businesses	Oct. 2017 –April 2018	All	List of business partners offering field trips; List of field trips taken; Lesson plans	S	S	S	
<p style="text-align: center;"> ☑ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue </p>									

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							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Establish and communicate local, national, and global community partnerships to broaden learning opportunities for learners	Director of Marketing and Business Partnerships; Campus Administrators; Educators	Forum for sharing partnership opportunities	July 2017 – Jan. 2018	All	Lesson plans; Records of collaborations	N	S	C	
Implement a STEAM lab in order to provide a space for enrichment and extension learning opportunities	Campus Administrators; Educators	STEAM lab supplies and equipment; Shared electronic schedule; STEAM	August 2017 - May 2018	All	Completed projects; Lesson plans; Educator/Learner/Parent feedback	C	C	C	

		activities aligned to TEKS							
Convert the computer lab into a working studio in order for all learners to create broadcasts, podcasts, learning videos, book talks, and book trailers	Campus Administrators; Educators; DLC; Librarian	Media equipment; Time for lab use and training	Sept. 2017 - May 2018	All	Broadcasts, Podcasts, Learning videos; Book talks; Book trailers; Sign-in sheets; Completed projects	A	A	A	
Implement an interactive literacy lounge for educators and learners to access leveled texts for book clubs and guided reading	Campus Administrators; Educators; Instructional Coach	Leveled books; Room decorations; Shared schedule	August 2017 - May 2018	All	Checkout system records; Lesson plans; Completed interactive literacy lounge	A	A	A	
<p> A =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue </p>									

Strategic Objective/Goal 3:		We will foster proactive and reciprocal communication for learner success							
Performance Objective #1:		Create a system to communicate foundational and future-ready skills for each learner							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Continue parent learning walks to gain insight into instructional practices	Campus Administrators; Instructional Coach	Protocol for learning walks; Local funds	Sept. 2017 – May. 2018	All	Reflections and actions taken as a result of learning walks; Brochures and videos created	S	S	S	
Offer parent workshops to better understand campus data and instructional practices (i.e. workshop model)	Campus Administrators; Instructional Coach	Time for workshops	Nov. 2017 & February 2018	All	Sign in-sheets; Survey of participants; Videos/PowerPoints created	S	S	S	
Work with learners to create individual SMART	Campus Administrators; Instructional	Goal setting template	Sept. 2017- May 2018	All	Learner SMART goals; Data showing progress on goals	S	S	S	






goals and to track progress	Coach; Educators								
Utilize multiple venues for reciprocal communication, including campus website, educator websites, weekly newsletters, Blackboard, SeeSaw, and learner-led conferences	Campus Administrators; Educators	Campus website, Technology, Training	Sept. 2017- May 2018	All	Parent survey/feedback; Parent involvement in school events; Newsletters; Updated websites; Learner artifacts on SeeSaw and other websites	A	A	A	
Facilitate regular, ongoing data talks with educator teams in order to be proactive with individual needs for learners, both intervention and extension	Campus Administrators; Instructional Coach; Educators	AWARE reports, CFA data, Time to meet and collaborate	Sept. 2017- May 2018	All	Data meeting agendas, Learner achievement data, Intervention/Extension lesson plans, WIN (What I Need) time	A	A	A	
<p> ☑ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue </p>									

Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment							
Performance Objective #1:		Increase educator proficiency to respond to our diverse community of learners							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Train educators on the new curriculum documents	Curriculum Directors; Campus Administrators; Educators	CISD curriculum documents; Time for training	July. 2017 – Feb. 2018	All	Eduphoria records including survey data; Training presentations; Lesson plans	A	A	A	
Train educators on the new Classroom Management Framework	Executive Director of Intervention Services; Director of Intervention Services; Coordinator of Behavior Services; PBIS Committee;	Classroom Management Framework	Aug. 2017 – May 2018	All	Eduphoria records; Training presentations; Reduced discipline referrals; Parent/Learner feedback	C	C	A	

	Campus Administrators; Counselor								
Identify, research, and apply highly effective instructional strategies for ELLs in daily plans	Campus Administrators; Classroom Educators; ESL Facilitator	SIOP strategies; Training	Aug. 2017 –May 2018	ELLs	Lesson plans, Walkthroughs; Educator evaluations; TELPAS data	S	S	C	
Continue to implement classroom meetings to address social/emotional needs of learners	Campus Administrators; Counselor; Educators	CISD Classroom Management Framework; Bullying protocols; Resources from campus PBiS committee	Sept. 2017-May. 2018	All	Lesson Plans; Reduced discipline or bullying referrals; Parent/Learner Feedback	C	C	C	
Continue researching and implementing Reader’s and Writer’s Workshop in every literacy classroom	Campus Administrators; Instructional Coach; Educators	Units of Study in Reading and Writing; Documents outlining Reader’s and Writer’s Workshop	July 2017-May 2018	All	Walkthroughs; Lesson Plans; Learner achievement data; Learner reading goals; Learner work products, such as writing portfolios	C	C	C	
Purchase additional LLI kit for 3rd grade at-	Campus Administrators;	State Comp Ed Funds \$5,395.00; LLI kits	Sept. 2017 - May 2018	At-Risk	LLI lessons; Learner achievement data in	A	A	A	

risk readers and continue educator training on LLI kits for reading intervention	Instructional Coach; Educators				reading; DRA and iStation data; Reading STAAR scores				
Provide targeted tutoring to at-risk learners	Campus Administrators; Instructional Coach; Tutor	State Comp Ed Funds \$1,896.00	Dec. 2017 - May 2018	At-Risk	Learner achievement data for at-risk population; Tutoring schedules and plans	C	C	C	
Implement ADI in science classrooms 3 rd -5 th grades	Director of Science; Campus Administrators; Instructional Coach; Educators	ADI Support; ADI materials	Sept. 2017-May 2018	3 rd -5 th	Walkthroughs; STAAR data; Lesson Plans; Science assessments	S	S	S	
Implement Math Workshop in every math classroom to include differentiated stations and small group instruction	Director of Math; Campus Administrators; Instructional Coach; Educators	Math station resources; Professional resources on guided math; Lead4Ward documents; Math curriculum documents	Sept. 2017-May 2018	All	Lesson plans, Walk-through and observation data; Notes on planning sessions; Learner achievement data on STAAR, CFAs, and math Rtl	S	C	C	
Monitor the curriculum implementation	Campus Administrators	Walk-throughs; Data Reports; Lesson plans	Sept. 2017-May 2018	All	Data Analysis Reports; Educator feedback; T-TESS and walk-through data	C	C	C	

with walk-throughs									
Maximize time in classrooms by participating in accommodations and ARD decisions on Least Restrictive Environment (LRE)	Campus Administrators; Diagnostician; Educators	Time to train educators	Aug. 2017-Sept. 2017	Sp. Ed.	Training Modules; ARD paperwork; Learner success (Schoolology Courses, Summer PD for General Education and Special Education T, Lead4Ward Training)	A	A	A	
Provide time for resource teachers and general education teachers to collaboratively plan and write IEP goals that align to high priority learning standards	Campus Administrators; Educators	Substitutes; Time for planning; Vertical alignment of TEKS	Aug. 2017-Sept. 2017	Sp. Ed.	IEPs; Coding results from ARD decisions; STAAR results for Sp. Ed. learners; Schoolology Course/Summer and ongoing PD	S	C	A	
Continue to implement hiring strategies to recruit a more diverse staff and implement	Campus Administrators; Interview Teams	Recruiting materials and budget	July 2017-June 2018	AA; A; ED; Hisp. ELLs	Comparative data reports from the 2016 school year and the 2017 school year on recruiting and hiring as well as employee retention	C	C	A	

retention strategies once they are hired									
Continue to train educators on properly identifying learners in need of Rti, how to write appropriate goals, and effective progress monitoring	Campus Administrators; Instructional Coach; Educators	Progress Monitoring Tools	Aug. 2017 –Oct. 2017	All	Rtl documents; Progress monitoring data; Learner goals and progress	C	C	A	
Continue mentoring Instructional Coach on how to build educator capacity	Executive Director of Teaching and Learning; Campus Administrators; Instructional Coach	<i>Instructional Coaching</i> (McKnight); Solution Tree resources; Time to meet as an Instructional Leadership Team	Sept. 2017 -May 2018	All	Educator/IC feedback; Educator T-TESS goals; Notes from coaching sessions	C	A	A	
 =Accomplished  =Considerable  =Some Progress  =No Progress  =Discontinue									

Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment							
Performance Objective #2:		Expand program offerings that reflect our diverse community of learners							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
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						Oct.	Feb.	May	
Provide the “Imagine Learning” online curriculum for learners and families that meet the eligibility through Limited English Proficiency or ESL	Campus Administrators; ESL Facilitator; Educators	Imagine Learning	Sept. 2017- May 2018	ELLs	TELPAS; Student achievement data for ELLs	S	C	C	

Provide extension opportunities, passion-based learning, and partnerships with community and businesses through the STEAM lab	Director of Business Partnerships; Campus Administrators; Educators	Director of Business Partnerships; STEAM lab materials; Local businesses	Nov. 2017- June 2018	All	Completed projects, input from businesses and community members	S	S	S	
Provide extra-curricular activities to promote health and wellness, such as the MKB Running Club	Campus Administrators; PE Coach; Educators	Incentive rewards, Parent volunteers	Oct. 2017- May 2018	All	Rosters for clubs; Photos from sessions; Parent/Learner/ Educator feedback	C	C	C	
Provide opportunities for learners to experience broadcasting and media through the MKB Studio	Campus Administrators; Educators	Media equipment; Additional training from media classes at high schools	Sept. 2017- May 2018	All	Media team applications; Videos of broadcasts; Meeting agendas from collaborating with KCBY and NTH@C	A	A	A	
<p>☑ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</p>									

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
Performance Objective #1:		Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Provide training on working with learners with cultural and language differences	Campus Administrators; ESL Facilitator; Instructional Coach; Educators	Working with learners with cultural and language differences training	Aug. 2017 – May 2018	All	Learner performance; Eduphoria records; Meeting agendas	S	S	C	
Continue to train educators on AWARE reports to view and utilize data through a growth mindset	Campus Administrators; Instructional Coach; Educators	AWARE reports; time for training	Sept. 2017-May 2018	All	Training agendas, Walkthrough (targeted instruction)	S	C	C	


Provide training to establish consistency with screeners and progress monitoring measures to use data effectively for student growth	Campus Administrators; Instructional Coach; Educators	Progress monitoring tools	Sept. 2017-May 2018	All	Training agendas; Use of progress monitoring tools; Student achievement data	S	C	C	
Provide opportunities for peer observations in order for educators to learn from other educators	Campus Administrators; Instructional Coach; Educators	Learning walk schedules; substitutes as needed	Sept. 2017-May 2018	All	Learning walk schedules; Reflection sheets from educators; Walk-throughs	S	S	C	
Continue to educate and refine campus-level special education and dyslexia referral process	Campus Administrators; Instructional Coach; Diagnostician; Dyslexia Specialist	Intervention services; referral process flowchart	Sept. 2017-May 2018	At-risk learners	RtI documentation; Referral and testing information and records	C	C	C	

Continue training for educators on Rtl protocols, paperwork, and quality interventions	Campus Administrators; Educators; Instructional Coach	Rtl protocols; progress monitoring; CISD Rtl handbook	Sept. 2017-May 2018	At-risk learners	Agendas from meetings; Rtl documentation; Learner progress; Walk-throughs	C	C	C	
<p> ☑ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue </p>									

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
Performance Objective #2:		Create a community-based accountability system for reporting learner growth							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Continue to write, administer, and analyze common formative assessments to monitor the mastery of high priority learning standards, resulting in student growth	Campus Administrators; Educators; Instructional Coach	Teacher-developed common Assessments <i>Learning by Doing</i> <i>Simplifying Common Formative Assessments</i>	Aug. 2017-May 2018	All	Learner performance on implemented assessments; Data analysis of learner performance; CFAs tied to HPLS	S	C	C	
Determine reliability/validity of educator-	Campus Administrators; Educators;	Assessment Banks; Learner Data	Oct. 2017-May 2018	All	Reliable items; items that are predictive of success	S	C	C	

created common formative assessments	Instructional Coach								
Implement Community Based Accountability System	Campus Administrators; Educators	Stakeholder Input	Fall 2017	All	Updated plan	S	S	S	
<p> ☑ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue </p>									

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
Performance Objective #3:		Implement goal setting in all grade levels to empower learners to take responsibility for their growth (i.e. academic, social and emotional)							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct. May	Feb.		
Train educators on learner-led goal setting, including the development of SMART goals to be used during the workshop model (reading, writing, and math)	Campus Administrators; Instructional Coach; Educators	Training Module for learner-led goal setting	Aug. 2017-Oct. 2017	All	Learner goals; Student Satisfaction Survey; STAAR data	S	S	C	

Learners will lead and participate in ARDs and 504 meetings as developmentally appropriate	Executive Director of Intervention Services; Director of Special Education; Campus Administrators; Diagnostician; Educators	Protocols for learner-led ARDs	Aug. 2017-June 2018	SpED.	ARD Minutes	C	C	C	
<p>  =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue </p>									

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

Implement the Learning Framework through Collaborative Team Time, job-embedded professional learning, and after-school PD with a focus on the workshop model and research-based best practices	Campus Administrators; Instructional Coach; Educators	Extended planning/collaboration time during the school day; <i>Learning by Doing</i>	July 2017; Aug. 2017	All	Eduphoria records; Agendas from professional development sessions and Collaborative Team Time meetings	C	C	C	
Partner with Director of Mathematics to provide ongoing training and feedback on the implementation of math workshop	Campus Administrators; Director of Mathematics; Educators; Instructional Coach	Math department; math station resources; problem solving resources	Aug. 2017-June 2018	All	Lesson plans, Walkthroughs, Agendas and notes from professional development sessions; Student achievement data (STAAR and CFAs)	C	C	C	
Facilitate campus-wide book study on <i>Learning by Doing</i> to become a more highly-functioning	Campus Administrators; Educators	Copies of <i>Learning by Doing</i> for staff	Aug. 2017-June 2018	All	Agendas from book study meetings; Reflections from educators; Artifacts from professional learning community actions	C	C	A	

professional learning community									
Provide formative assessment training to further educate educators on how to check for understanding to monitor and adjust instruction	Director of Professional Learning; Campus Administrators; Instructional Coach	Time for training; Formative assessment resources (i.e. Page Keeley)	Fall 2017	All ED ELL Sp. Ed.	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data; STAAR data	C	C	C	
Continue with ongoing, job-embedded professional learning on Reader's and Writer's Workshop and balanced literacy	Campus Administrators; Instructional Coach; Librarian; Educators	Units of Study for Reading and Writing; Time for vertical teams to meet; Learning walks	Aug. 2017 –May 2018	All	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data; CFA data	C	C	A	
Provide and monitor utilization of training in sheltered instruction, ELPS, language accommodations to support	Asst. Supt. of Curriculum and Instruction; Director of ESL; BE and Global Connections; Curriculum Directors;	Title III Funds; Imagine Learning; Studio Alive	Fall 2017	All ELLs	Increased student performance on TELPAS and STAAR BOY/MOY/EOY Assessment; Ellevation; Eduphoria; Walkthroughs; T-TESS Observations	S	S	S	

administrators and educators in ensuring access to curriculum	Campus Administrators; ESL Facilitators								
Continue training educators on how to integrate technology in authentic, up-to-date ways	Campus Administrators; Digital Learning Coach; Educators; Librarian	New software and websites	Aug. 2017- June 2018	All	Eduphoria Surveys; Technology Help Desk Tickets; DLC Feedback	C	C	C	
<p> ☑ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue </p>									

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
Performance Objective #5:		Reframe and prioritize state standards in a way that leads to profound learning							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Train all educators on the High Priority Learning Standards (HPLS)	Core Directors; Director of ESL/BE and Global Connections; Campus Administrators; Educators	Time to train	Aug. 2017 – Mar. 2018	All	Eduphoria Records; IEPs	C	C	C	
Utilize HPLS in writing IEP goals	Executive Director of Intervention Services; Director of Special Education; Campus Administrators; Educators	HPLS; IEPs	Aug 2017- May 2018	Learners receiving SpED services	IEP goals aligned with HPLS; PBMAS Data; Student achievement data	C	C	C	

Meet regularly in collaborative teams in order to identify High Priority Learning Standards and write correlating Common Formative Assessments to track learner progress	Campus Administrators; Instructional Coach; Educators	Planning time; Lead4Ward; CISD Curriculum Documents	Sept. 2017-May 2018	All	CFAs; Learner achievement data	A	A	A	
<p> ☑ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue </p>									

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
Performance Objective #6:		Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world)							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct. May	Feb.		
Embed technology into Stage 3 of planning; include global collaboration resources	Campus Administrators; DLC; Instructional Coach; Educators; Librarian	Technology hardware; software	Sept. 2017- May 2018	All	Unit Plans; Walkthroughs; Observations; Global Partnerships	S	S	S	
<p style="text-align: center;"> ☑ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue </p>									

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
Performance Objective #7:		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Participate in a digital citizenship Schoology course for educators to incorporate into educator lessons as provided by the district.	Director of Instructional Technology; Campus Administrators; Educators; DLC; 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	
<p> ☑ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue </p>									

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 th Grade students will view Cyberbullying 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 cyberbullying.	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	Co-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. Secondary Schools will provide ongoing 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	Director of Student Services and 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 and 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 and 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 and Assistant Superintendent for Administration and Executive Director of Intervention Services	Discipline Report

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide ongoing staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's Counselors, Parents and Campus Administrators	Director of Student Services and Assistant Superintendent for Administration	Discipline Referrals, Anecdotal Campus Reports
2. Provide information regarding R 3 Choices to students with drug abuse issues and their parents.	YMCA, Counselors, and Campus Administrators	Director of Student Services and Assistant Superintendent for Administration	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	Director of Student Services and Assistant Superintendent for Administration	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 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 st Century skills.	Title II Funds, Local Funds	Executive Director of HR, Director of Professional Learning, and Communications Department	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II Funds, Local Funds	Executive Director of HR and Director of Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

Postsecondary 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	District Budgets	High School Counselors, and CTE	User Account Report

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

Suicide Prevention

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

CISD DISTRICT IMPROVEMENT PLAN 2017-2018
APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
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 II \$52,000, Title III; Director 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 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	Consultants; Director of Research and Evaluation; Director of Data Systems and Program Evaluation;	Asst. Supt. of C & I; Director of Language and	At-Risk Data; STAAR results

enters CISD to read within three years of being in our district	Literacy resources supported in other steps by Title I, Title II, Title III; SCE	Literacy; 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 Title I & II \$5,000	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-aligned 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

<p>2. Train all new 4th-12th grade science educators in Argument Driven Inquiry and Science Academic Vocabulary Strategies. Provide ADI training refresher for all returning 6th-12th grade science educators Train educators as they implement ADI to utilize proficiency level descriptors to ensure academic language acquisition through reading and writing</p>	<p>Professional Learning, Title I & Title II \$2,800</p>	<p>Director of Science; Elementary Science Content Specialists; Secondary Science Instructional Coaches</p>	<p>Eduphoria Records, Classroom Walkthrough Data, Learner Products, and Learning Design Units; STAAR data</p>
<p>3. Train all 3rd grade science educators in Argument Driven Inquiry and support implementation</p>	<p>Professional Learning,</p>	<p>Director of Science</p>	<p>Eduphoria Records, Classroom Walkthrough Data, Learner Products and Learning Design Units</p>
<p>4. Train all K-3 science educators in the use of Exemplars as a performance assessment in science</p>	<p>Professional Learning,</p>	<p>Director of Science</p>	<p>Eduphoria Records, Classroom Walkthrough Data, District Assessment Data, Learning Design Units</p>
<p>5. Utilize performance based science assessments and science curriculum walkthroughs to monitor student progress toward the K-12 Science program transfer goals</p>	<p>ADI Training and Rubrics, Exemplars Training and Rubrics,</p>	<p>Director of Science; Science Educators</p>	<p>Science Curriculum Walkthrough Data</p>
<p>6. Utilize unit-aligned TEKS-based item banks to develop formative and summative assessments to monitor and adjust instruction based on learner performance</p>	<p>Item banks within Curriculum Documents in Schoology</p>	<p>Classroom Educators; Campus Administrators</p>	<p>Student performance; student growth; T-TESS (campus administrators monitoring the PLC process)</p>

Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Utilize unit-aligned TEKS based item banks to develop formative and summative assessments to monitor learner acquisition of content and the district curriculum	Funds for Test Bank Items; Funds to develop additional test items; Director of Research and Evaluation; Director of Data Systems and Program Evaluation	Director of Social Studies; Educators	Post Assessment data analysis from campus teams
2. Continue to target economically disadvantaged learners for performance improvement in social studies through reading in the content Train educators as they implement to utilize proficiency level descriptors to ensure academic language acquisition through reading and writing	Nonfiction leveled reading materials; Title I \$5,000 Director 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	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

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

Strategies to Attract Highly Qualified Staff	The school is allowed to provide incentives for highly qualified teachers to teach in high need schools. Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.	
Strategies to Increase Parental Involvement	Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented. Strong collaboration with community resources is evident. Parents are included as decision makers in a broad spectrum of school decisions.	
Preschool Transitional Strategies	Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.) Specific strategies for helping students' transition into the elementary setting have been identified and implemented.	
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards. 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
R3 Choices	Chemical Awareness Resources & Education	PBS	Positive Behavior Supports
CISD	Coppell Independent School District	PEIMS	Public Education Information
Comp Ed	Compensatory Education	PST	Promoting Success Team
CTE	Career and Technical Education	RtI	Response to Intervention
EC	Early Childhood	SCE	State Comprehensive Education
EOC	End of Course	SHAC	School Health Advisory Council
D.A.T.E.	District Award of Teacher Excellence	SPED	Special Education
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	SRO	Security Resource Officer
DOI	District of Innovation	TAKS	Texas Assessment of Knowledge & Skills
GT	Gifted and Talented	TEA	Texas Education Agency
HR	Human Resources	TEC	Texas Education Code
IB	International Baccalaureate	TEKS	Texas Essential Knowledge & Skills
ICLE	International Center for Leadership in Education	x2VOL	Data Warehouse for Service Learning
IDEA	Individuals with Disabilities Act		
IAP	Individual Acceleration Plan		
IEP	Individual Education Plan		
ISS	In School Suspension		