



Pinkerton Elementary

Campus Improvement Plan

2017-2018

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

Pinkerton's Guiding Purpose: We empower learners to become inquirers and compassionate individuals who make innovative contributions to our global society.

Pinkerton Elementary Campus 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 Committee (SBDM)

2017-2018 Committee Members

Kristi Mikkelsen	Principal
Angie Hux	Assistant Principal
Rhonda Pickrell	IB Coordinator/GT Specialist
Kathy Kirkley	Counselor
Jennifer Hays	Instructional Coach
Erika Russell	Kinder team leader
Lorie Irland	1st grade team leader
Ginger Denton	2nd grade team leader
Michael Upchurch	3rd grade team leader
Amanda Sweeney	4th grade team leader
Tracey Kling	5th grade team leader
Sara Robinette	Specials team leader
Julie Harrison	District Liaison
Kim Conner	Community Member
Angie Whortman	Business Member
Liza Holder	PTO Member

**Comprehensive Needs Assessment Summary
2016-2017**

Data Sources Reviewed:			
<ul style="list-style-type: none"> STAAR, Curriculum Audit, TAPR; TELPAS, DEIC Input, Attendance, Discipline Data, RtI Data, Walkthroughs, Failure Rates, Survey Data, IB Audit, IB Standards and Practices, DIP, PEIMS, Curriculum Management Framework, Behavior Framework, PTO input, 2016 TEA School Report Card 			
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	<p>50% Caucasian, 46% Asian, 2% African American, .48% Native Hawaiian/Pacific Islander</p> <p>Pinkerton has 417 learners. 122 are attending based on IB choice campus.</p>	Capacity to accept more learners of IB choice	Provide additional resources for ESL learners to acquire the English language; train administrator’s and educators on RtI, 504, and ARD decision making; provide training to teachers on cultural and language differences; provide training on working with learners with high functioning autism. Establish learner mentors within and outside the campus
Student Achievement	According to the 2017 School Report Card, Pinkerton met standard in all accountability areas measured by the state.	Pinkerton continues to work on enhancing IB units that align with the new district curriculum. The campus will provide trainings to create balanced and aligned instruction for all content	Provide early intervention at K-3rd grade to ensure all learners are meeting expectations with literacy; identify learners with special learning needs such as dyslexia as early in the year as possible; make good decisions for learners classified

<p>AS: Approaches Standard MS: Met Standard MS: Mastered Standard</p>	<p>STAAR Gr 3 Rdg: 94% AS, 86% MS, 72% MastS Gr 3 Math: 95% AS, 89% MS, 61% MastS</p> <p>STAAR 4 Rdg: 94% AS, 74% MS, 52% MastS 4th Math: 90% AS, 67% MS, 55 MastS 4th Wtg: 83% AS, 61% MS, 39 MastS</p> <p>STAAR 5 Rdg: 99% AS (1st and 2nd admin), 69% MS, 56 MastS</p> <p>STAAR 5 Math: 94% AS (after 1st and 2nd admin), 71% MS, 42% MastS</p> <p>STAAR Sci: 90% AS, 49% MS, 21% MastS</p>	<p>areas. Each campus and team collaboration work time will be based on the four essential questions of the Professional Learning Community: 1) what do we expect our students to learn? 2) how will we know if they have learned it? 3) how will we respond if they don't? 4) and how will we respond if they already know it? In having an intentional focus on these 4 questions, this work drives our response to intervention for lesson design, assessment, intervention, and enrichment. We strive to have open communication of learner progress with our staff and parents.</p>	<p>as 504 or special education learners; provide training on accommodations for learners with special needs; provide co-teach training; write AIPs for all learners not progressing on TELPAS and for learners who fail reading and math at 5th grade; Offer training on vocabulary development and additional writing training and support at all levels; integrate social studies and science into the literacy area to reinforce those content areas and nonfiction text comprehension; additional training in science and math vocabulary development; provide Argument Driven Inquiry training in science across all grade levels; align new scope and sequence with IB units and planners</p>
<p>School Culture and Climate</p>	<p>Pinkerton's climate and school culture is based on mutual respect through the teaching of IB attitudes, class and individual</p>	<p>Continue to foster celebrating diversity and each learner's uniqueness. Campus counselor will have specific lessons for K-5 on</p>	<p>Pinkerton needs to promote the participation in the Parent Satisfaction survey as only 32 families responded last year 2017. Pinkerton will work with the district</p>

	<p>celebrations by grade level, Super Stenson, Global Citizen</p> <p>Our safety data indicates our schools are safe, however, we are revisiting our Crisis Protocol procedures and retraining staff to ensure continued school safety. Digital literacy and citizenship is being taught to every learner</p>	<p>being kind, and will circulate a bullying survey to learners in grade 5. Results will be discussed during leadership teaming to provide support.</p>	<p>to ensure dates and deadlines for the survey are publicly communicated.</p> <p>Parents will receive information and processes regarding bullying and the procedures to follow if their child is being bullied. Counselors and AP will train staff on protocols in creating a proactive anti-bullying environment in the classroom, locker rooms, playground, and cafeteria. Digital literacy will be taught and reinforced a minimum of 4 times during the year. Digital Citizenship is an additional course added in Schoology this year for educators to utilize as a resource</p>
Staff Quality/Professional Development	<p>100% of the staff at Pinkerton are highly qualified. Two educators are participating with the BEAM mentoring program.</p> <p>Pinkerton remains a stable campus with very little educator turn over.</p>	<p>Continue to seek highly qualified staff; ensure ESL certification at all levels for reading educators; actively recruit greater diversity in all areas of staffing</p>	<p>Hire diverse staff; Cultural Diversity Training; ARD Meeting Training; 504 Training, PLC training, Balanced Literacy and Guided Math/Inquiry Training</p>
Curriculum, Instruction, Assessment	<p>Pinkerton operates as a Professional Learning Community in everything that we do to promote</p>	<p>District Curriculum audit shows that the district needs to strengthen our curriculum and the documents in order</p>	<p>Implement the aligned curriculum horizontally and vertically to align with IB units and district scope and sequence; provide appropriate</p>

	<p>learner success. We use formal and informal data to prepare and make instructional decisions. Response to Intervention process ensures that all learners are progressing in all areas, both</p> <p>We have an RtI process in place; educators have autonomy in their planning; we have strong literacy libraries at the elementary campuses; we have created high priority learning standards</p>	<p>to better support educators in planning, instruction and assessment; strengthen content of PLC work throughout campus, training for creating common assessments and analyzing that data, attending to customized instruction for our gifted and talented population, our at-risk learners (sp. ed., ELLs, Eco. Disadvantaged, Hispanic, AA) has been identified as a need</p>	<p>curriculum documents, resources, and training to campuses for effective planning, instruction and assessment; monitor instructional practice aligned to the new scope and sequences and IB for all core content areas; implement year 2 of the 3 year digital literacy plan and leverage the new digital citizenship course with learners; use the High Priority Learning Standards Clarity Table for customization of learning for diverse student groups</p>
<p>Family and Community Involvement</p>	<p>Pinkerton has strong parental involvement. Our PTO has several representatives from K-5th grade that work to positively impact the success of Pinkerton educators and learners. Many family and community events are hosted at Pinkerton, such as, Pinky Hustle, Pinky Palooza, International Day/Night, Run to Fund, Running Club/5Ks, Dad of the Day,</p>	<p>Face to Face parent meeting to present opportunities to work within the campus.</p> <p>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; communicate partnership opportunities in a such a way that opportunities for</p>	<p>Continue to promote and increase family and community involvement</p>

	Grandparents Club, Walk to School Day, Spirit Nights, Pinkerton After School Play Dates, Book Fairs	partnerships gets down to the educators in the classroom; increase communication on student progress in the classroom; strengthen information about curriculum and instruction on the website for parent access	
School Context and Organization	<p>Pinkerton has a belief in growth mindset and we celebrate the growth of all learners.</p> <p>Educators and administrators have multiple data sources in which to drive decision-making.</p>	<p>Training is needed for administrators and educators on how to monitor learners for special needs they may have; opportunities for individual and small group differentiated instruction is needed; training on instructional strategies is needed</p>	<p>Train administrators and educators on how to monitor all learners for special needs they may have; provide opportunities for individualized/small group learning sessions; incorporate modifications/accommodations for curriculum activities; provide professional development in effective teaching strategies or best practices, and use data to implement strategies for appropriate activities</p>
Technology	<p>1-1 IPADS in 4th and 5th grades, Grades K-3 have access to 1-1 devices with multiple tools, Makerspace dedicated time for each grade level</p> <p>CISD has approximately 30,000 devices on our</p>	<p>Increase strength of the infrastructure to ensure all devices have access at all campuses to internet services; ensure up to date devices for maximum efficiency in use, attention to review digital citizenship</p>	<p>Find storage solutions; expand WiFi capability; follow replacement schedule for devices</p>

	system each day; there is a high level of technology use in our district	at many points throughout the year	
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List the identified needs of the district derived from data review

Family and Community Involvement

- Increase volunteer force and/or experts that can provide collaboration within careers
- Greater need for communication on partnership opportunities with educators
- Need for parent communication of learner progress throughout the nine weeks
- Expansion of Partnerships

Technology

- Continued improvement of learners displaying digital citizenship.
- Continued improvement of application of technology for learning
- Update use of technology tools/apps/searches

Student Achievement

- Continue to strengthen Professional Learning Communities with accountability and action: 4 questions
- Continued need for Learners to Take Greater Ownership of Their Learning
- Additional Training on How to Analyze Data and How to Use Data to Drive Instruction
- Additional Training on Instructional Strategies as Related to Data
- Training on the New Curriculum, Resources, and Assessment Banks
- Training on Meeting the Needs of Special Education Learners
- Training on How To Make Decisions for Special Education Learners
- Greater Expertise on Responding to the Needs of Groups of Learners
- Digital Training for Newcomer Instruction
- Development of More Digital Learning Options to Accommodate Needs of Learners
- Implementation and Monitoring of Sheltered-Instruction Strategies
- Instructional Design Training
- Scope and Sequence Implementation

Teacher Quality

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

Demographics

- Increase Cultural Sensitivity in Instructional Design

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	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Continue to expand partnerships with business partners	Director of Marketing and Business Partnerships; Campus Administration; IB Coordinator	None Needed	August 2017-June 2018	All	Documented list of partners from 2016 and list from 2017, in addition to the number of opportunities those partnerships provide. List of Special Education partners from 2016 and a list from 2017 of Community-Based Instruction Sites and District-Based Instruction Sites	N	N/S	S	
Update a campus system to align parent resource partners with campus needs	Director of Marketing and Business Partnerships; Campus Administration; IB Coordinator;	Technology	August 2017-Sept. 2017	All	Agenda of Parent Partnership meeting where information is shared or emailed; Parent involvement meeting and survey; Record of use of partners at campuses; Educator feedback indicating they were made aware of partnership opportunities	S	S	S	

	Campus Librarian								
Meet with Campus Partnership Representatives to get input on needs at the campus level	Director of Marketing & Business Partnerships, Campus Leadership Team, District and Campus Business and Community Partnership Representative	Technology	Aug. 2017-Sept. 2017 Jan 2018-Feb. 2018	All	Agendas and minutes from meetings with campus representatives;	N	S	C	
Explore opportunities to use technology resources for connecting with global resources	Classroom educators, DLC, Librarian, Global Connections Committee Representative	Technology; training on collaboration platforms	Aug. 2017-May 2018	All	Documentation of technology collaboration such as Skype, Nepris, and Twitter; reflections and feedback from Pinkerton learners and global classrooms and outside resources	Accomp	S	Acc	
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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	
Each grade level K-5 will promote a service learning project	Campus Service Learning Representative; campus educators, STUCO Coordinator; STUCO Historian	Technology, Action piece of inquiry cycle, IB units, Unit reflections ,classroom and campus fundraisers	Sept. 2017-May 2018	All	District online Service learning projects promoted at each grade level with indications of the “type” of service learning completed; campus level informational document	C	Accom		Acc
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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 #3:		Expand opportunities for internships and job shadowing							
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	
Provide learning opportunities that allow for learner choice with individual interests	Classroom educators, campus administrators, Instructional Coach, GT Specialist, Librarian	Community field experts, parent support spreadsheet, school board members, district coordinators, IB coordinator, makerspace lab, IB mentors,	Aug. 2017-May 2018	All	Shark Tank Mentors, Exhibition Mentors; KCBY partnership, Schoology	C	C	C	

		Incubator mentors					
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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 #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	Substitute sPlanning 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	ACC	
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Strategic Objective/Goal 2:		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners							
Performance Objective #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	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Continue partnerships with community, local, national, and global community partnerships to broaden learning opportunities for learners	Director of Marketing and Business Partnerships; Director of Enrichment; Director of CTE; Campus Administration; Educators; Learners, KCBY	Local funding; technology; PTO support funds, Real School Gardens training and resources	Aug 2017 – May 2018	All	Real School Gardens lessons; IB unit planners; Flexible learnings library spaces; Flexible learning spaces in campus open areas; Community resource locations; Grade level partnering/buddies; District record of collaborations	C	C	C	
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Strategic Objective/Goal 2:		We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners							
Performance Objective #3:		Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology							
Summative Evaluation (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	
Provide learner data from multiple sources to allow educators an opportunity to plan and design instruction	Campus educators; Campus administration; Leadership team, District Data Team	Time to meet; Resources and materials, PLC team time. Common Formative Assessments, Team Collaboration Time	Aug. 2017-May 2018	All	Classroom schedules; flexible learning groups; differentiation documentation; IB planners, feedback from grade level vertical team, PLC minutes	Accomp	Accom	ACC	
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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	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Communicate with parents about transition services for special education learners	Special Education educators, campus administration	Time to meet; Resources and Materials, Transitioning Campus representative, SPED learner	Aug. 2017-May 2018	Sped	Parent Resources; Parent participation in ARD Meetings and Futures Planning	C	Accom	ACC	
Improve proactive and reciprocal communication of	Campus Educators; Campus Administration; Specialists	Half day provided to redesign unit planners	Aug. 2017-May 2018	All	Learner/parent/educator conferences; Goal reflection sheet; IB Learner profile reflections; IB Portfolios, feedback from Common Formative Assessments, Rtl Students	S	S	C	

learner growth		and assessment; IB Assessment Policy, CMF, Smart Goal worksheets			Receiving Assistance Letters, Report Cards				
Assess Approaches to Learning Skills through Six IB Unit Themes	Campus Leadership team; educators	Time to meet; IB Standards and Practices; District Learning Framework; IB Assessment Policy	Aug 2017-May 2018	All	IB planners, assessment rubrics that demonstrate approaches to learning skills, K-3 Report Cards, IB portfolios	N	N	S	
Design learning experiences that focus on Approaches to Learning Skills	Campus specials team, counselor, campus administrators, Instructional Coach, IB Coordinator, DLC, librarian	Wednesday Collaboration Meetings, ATL rubrics, IB planners, IB Standards	Aug 2017-2018	All	IB Planners, guidance lesson feedback, Dojo data disaggregation, walkthroughs, Weekly social skill focus on announcements, Team Collaboration minutes	N	S	C	

		and Practices, Intervention/Enrichment time							
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Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment							
Performance Objective #1:		Increase educator proficiency to respond to our diverse community of learners							
Summative Evaluation (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	
Continue to develop approaches to learning skills to engage learners in meaningful inquiry	Classroom educators, campus administration, IB Coordinator, Instructional Coach	IB Action Plan, IB Standards and Practices, Practice 2, IB Planners, ATL skills, Inquiry Cycle, backwards design, inquiry training: ADI, math, balanced	Aug 2017-May 2018	All	IB Planners, Walkthroughs, Summative Assessments, Unit reflections, learner led action projects, formative assessments, educator sharing back from conference learning, portfolios	S	C	C	

		literacy, ½ day planning, IB roundtables, IB conferences							
Implement IB unit planning that aligns with the new curriculum documents	Educators, campus administrators and leadership team	District training in all content areas, priority standards, Learning Framework, Curriculum Management Framework, district scope and sequence, inquiry cycle, Schoology, Scope and Sequence	Aug 2017 – May 2018	All	Eduphoria records including survey data; Training presentations; PLC data, SLO data, IB planners, educator feedback, content directors/content specialists feedback (Oct meeting)	S	C	ACC	
Train Campus in	Coordinator of Behavior	Classroom Management	Sept 2017-	All	Eduphoria records; Training presentations, Management Action	S	Accom	ACC	

effective Behavior and Discipline Strategies	Services, Campus administration	ent Framework modules, Technology, IB Profiles and Attitudes, IB Approaches to Learning, District Behavior Gating	Nov 2017		Plans, Behavior Gating Data, Aware behavior Tiered data, ESchool reporting system				
Utilize Stage 3 ELL strategies into IB planners	ESL specialist, classroom teachers, campus administration	SIOP strategies; Training, GLAD strategies, ESL Smore	Aug 2017 – May 2018	ELLs	Stage 3 of the curriculum documents; Walkthroughs; Educator evaluations, ELL checklist/intervention plan	N	N	S	
Embed profile and attitudes into the curriculum where appropriate to support the TEKS at	Counselors; Coordinator of Behavior Services, Classroom teachers, SPED educator	Classroom Management Modules; guidance lessons K-5, Approaches to	July 2017-Mar. 2018	All	Unit and Lesson Plans, IB Reflection of Learner Profile, Attitudes, IB portfolios, Weekly profile and attitude focus on announcements	C	Accom	ACC	

each grade level		Learning Skills, IB Learner Profile and Attitudes, Skill Streaming							
Implement ADI in science classrooms 3 rd -5 th grades	Director of Science; Educators; Campus Administration	ADI Support; ADI materials	Sept. 2017-May 2018	3 rd -12 th	Walkthroughs; STAAR data; Lesson Plans; Assessments	N	S	ACC	
Maximize time in classrooms by training on accommodations and ARD decisions on Least Restrictive Environment (LRE)	Campus Administrators; Special Educators	Time to train educators, Diag created Schoology course	Aug. 2017-Sept. 2017	Sp. Ed.	Training Modules; ARD paperwork; Learner success (Schoology Courses, Summer PD for General Education and Special Education T, Lead4Ward Training.)	N	N	S	
Continue to implement hiring strategies to recruit a more	Assistant Superintendent for Administrative Operations;	Recruiting materials and budget, mentor educators,	July 2017-June 2018	AA; A; ED; Hisp. EII's	Comparative data reports from the 2016 school year and the 2017 school year on recruiting and hiring, as well as, employee retention, new educator feedback, campus mentors, BEAM	S	S	ACC	

diverse staff and implement retention strategies for once they are hired	Executive Director of Human Resources; Campus Administration	buddy teachers							
Train educators and admin. on meeting the needs of Bilingual/ESL learners	ESL Specialist, Instructional Coaches	ESL data, instructional practices, TELPAS assessment	Oct 2017-April 2018	ESL/Bilingual	ESL checklist, accommodations folder, Rtl spreadsheet, SMORE, Ellevation data base, ELDS	S	S	C	
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Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment							
Performance Objective #2:		Expand program offerings that reflect our diverse community of learners							
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Implement School Wide Enrichment /Intervention time	All Campus staff and specialists, Campus Administration	Classroom data, RtI Spreadsheet, Intervention folders, Red Jacket Mentors, Istation, Schoology	Aug. 2018 – May 2018	All	Rtl spreadsheet, common formative assessment data, work samples, PLC minutes, STAAR data, district benchmark data, Istation data, Schoology reflections, grade level data sheet	C	C	ACC	
Promoting International Mindedness through IB Units and	Campus educators, campus admin, PTO, leadership team	Skype, Twitter, IB Units. Classroom Cultural Events,	Aug 2017- May 2018	All	Participation in International Day/Evening, IB Planners, Culture Showcase K-5 within each unit, collection of cultural artifacts from units, Fine Arts program	S	C	C	

Cultural Celebrations		Global Read Aloud							
Provide opportunity to expand knowledge of learner differences	Counselor, Campus librarian, 3 rd -5 th educators, campus administration	<u>365 Days of Wonder</u> , Wonder screening, Scholastic, Drama Club, Mad Science, Running Club, Spanish Club, Art Club	Sept 2017-May 2018	3 rd -5 th	Wonder Board/Kindness Campaign, Weekly quotes on 365 Days of Wonder, Global Citizens	S	C	C	
<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 #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	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Focus team and campus collaboration around the 5 Essential Elements of Professional Learning Communities	Campus educators and specialists, Campus administration and leadership teams, Director of Data Systems and Analysis	Collaboration team time, benchmark and formative assessment data, ½ days for team design, grade level vertical teaming work, <u>Learning</u>	July 2017-May 2018	All	PLC Agenda and Minutes, feedback from grade level vertical team, 9 weeks TEKS curriculum spreadsheet, Rtl spreadsheet, IB Planners, Weekly minutes from Feb 5 PLC team time	S	S/C	C	Local Funds

		<u>By Doing</u> , 4 Essential Questions, Group Norms, STAAR data, district benchmark data, small group leadership team							
Continue to create Common Formative Assessments that will impact current and future learning	Classroom educators, campus administration, Instructional Coach, IB coordinator, district content directors	<u>Learning By Doing</u> , PLC work time, ½ day design time, CFA summer training, TTESS goal setting	July 2017- April 2018	All	TTESS/SLO goal setting, PLC minutes, analysis of CFA data, historical data from CFA, report cards, learner goal setting reflections	N	S	C	
Provide action steps/goals lead by vertical teams	Vertical teams and their leaders, campus administration, District	CIP, team goal setting, balanced literacy/math/scienc	Sept. 2017- May 2018	All	Staff sharing of progress through faculty meetings, TTESS, IB planners, SLO documents and data analysis, TTESS, norms, team minutes, MOY reflection from vertical teams	N	S	ACC	

	content directors	e/social studies framework, curriculum documents							
Continue to provide opportunities for peer to peer observations in order for educators to learn from other educators	Campus Administration	Substitute s/campus coverage, IB Standards and Practices	Sept. 2017-May 2018	All	Walkthroughs; Educator feedback; Observations, peer to peer discussions, coaching cycle feedback	S	S	Dis	
Ensure that the campus administration and educators are clear about the referral process through	Asst. Supt. for C & I; CORE Directors; Executive Director of Intervention Services; Director of Intervention Services; Director of	Referral Process, Cognitive Strategies for Struggling Learners presentation	Aug. 2017-Oct, 2017	Sp. Ed.	Eduphoria records; Meeting agendas; Feedback from administrators and educators; learners referred not qualifying for special services	S	S	C	

training and support	Special Education; Coordinator of Behavior Services, Campus Diagnostician								
Ongoing training for educators on Rtl protocols, intervention resources, and progress monitoring tools	Campus Administrators, Instructional Coaches	Screeners; Training to reduce the over/Under identification of diverse learners, Reflex Math, Read Naturally, Chipper Chat, data days	Aug. 2017-Apr. 2018	At-Risk	Eduphoria records; Meeting agendas; Feedback from administrators and educators, BOY, MOY and EOY data day minutes/Rtl spreadsheet	S	S	C	Comp Ed:\$1862.00 Reflex Math \$525.00, Chipper Chat \$209.82, Read Naturally \$550.00 199-11-6399-00-101-24-000, Substitutes \$577.18 199-11-6118-00-101-24-000

<p>Ensure the process of ELL RtI meetings for includes a review of TELPAS data, 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</p>	<p>ESL specialist, classroom educators, campus administration</p>	<p>Process for meetings, TELPAS data, ELPS</p>	<p>Aug. 2017 to May 2017</p>	<p>At-Risk</p>	<p>RtI spreadsheet, LPAC minutes, data from formative assessment, informal data from educator observations. Accommodation folders, Ellevation data base</p>	<p>S</p>	<p>S</p>	<p>C</p>	
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√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Train staff in the implementation of creating and administering common formative assessments in all content areas	Campus educators, Formative assessment team, IB coordinator, instructional coach campus administration, Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation, common formative	Common Assessments, <u>Simplifyin</u> g <u>Common Assessment</u> , <u>Design In Five</u> , Training: How to Create and Use Common Formative Assessments:	Sept 2017-May 2018	All	Learner performance on implemented assessments; Data analysis of learner performance within PLC teams through minutes	N	N	C	

	assessment team, leadership team	Solution Tree							
Implement and track Student Learning Objectives (SLO)	All campus staff, campus administration	SLO campus training, campus leadership team, campus administration team, SMART goal structure	October 2017-May 2018	All	TTESS goal setting, SLO student tracking sheet, formative assessment data, RtI meetings and spreadsheet, Aware documentation, PLC minutes	S	C	ACC	
<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 Pre K -12 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	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Train educators on learner led goal setting, including the development of targeted goals	Director of Professional Learning; Campus Administrators	Training Module for learner led goal setting	Aug. 2017-Oct. 2017	All	Learner goals; Student Satisfaction Survey; STAAR data, reflections	S	N, no training	N	

Learners will lead and participate in ARD's and 504's as developmentally appropriate	Classroom educators, SPED educator, MLI educator, Campus Administration	Protocols for learner led ARDs, pre modeling process for learners	Aug. 2017- June 2018	Sp. Ed. 504	ARD Minutes, learner feedback	C	C	S	
Implement a structured balanced literacy model and a guided math model of inquiry that supports learners in goal setting	Campus Administrators; Educators; Instructional Coaches, Director of Language and Literacy; Director of Mathematics, Campus Vertical team	Defined Balanced Literacy Block; Math Structure; Recommended Minutes; Learner goals, TEA Strategic Priority #2 adopted by CISD in NOGA., Elementary Advisory Committee, Lucy	Aug. 2017 – May 2018	All	Walkthroughs, Observations; Data on at-risk learner performance and the performance of GT learners; Growth measure on all learners, feedback from professional development	S, in reading	S, in reading	S	

		Calkins Units of Study, Reading/W riting Workshop, District Elementary Literacy Committee , District training days							
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

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	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Provide options for the 30 GT hours of training for certification and for the 6 hour follow-up	Executive Director of Teaching and Learning, GT specialist, campus admin	Materials, <u>Grit</u>	Aug. 2017 – Mar. 2018	GT	Number of certified educators; Number of educators that obtain renewal hours for continuous certification, schoology course, IB conference, IB round tables	C	Accom	ACC	
Provide ongoing training to continue effective PLCs	Director of Professional Learning; Executive Director of C & I, campus administration	Title I and Title II Funds	November 2017	All	Educator Growth Goals; PLC notes and artifacts; Stakeholder feedback	S	S	C	

Provide structured balanced-literacy training to ensure all components of literacy are being incorporated into the LA block	Director of Language and Literacy; Director of Professional Learning; Instructional Coaches, and Executive Director of C & I, <u>Engaging Readers and Writers with Inquiry, The Next Step in Guided Reading</u> , What is Balanced Literacy document, Comprehension Toolkit, District Days, Literacy Academy	Title I and Title II Funds	July 2017 – Mar. 2018	At-Risk	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data; 1 st and 3 rd nine week assessments	S	S	C	
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

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	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Continue to train/update all educators on the High Priority Learning Standards (HPLS) and new curriculum documents	Core Directors; Director of Enrichment	Time to train	Aug. 2017 – Mar. 2018	All	Eduphoria Records; IEPS	N	N	S	
Assess HPLS for each content area	Campus Administrator; Educators; Core Directors;	Assessment item banks; Data	End of each unit	All	Data Analysis; Quality Test Bank items, Common Formative Assessment Data	S	3-5 S	C	

	Executive Director of C & I	analysis tools							
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

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	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Increase educator/learner use of Schoology	Classroom educators, librarian, DLC, instructional coach, IB coordinator	Schoology face to face and online trainings,	Sept 2017-May 2018	All	Learner/educator feedback, peer to peer and educator to peer reflections, IB Planners, Schoology learner reflections	S	S	S	
Embed technology learning activities that include global collaboration resources	Core Directors; Educators; Director of Instructional Technology; DLCs; Director of Enrichment	Technology hardware; software; robust infrastructure	June 2017-May 2018	All	Unit Plans; Walkthroughs; Observations	C	S	S	
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

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	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Provide a Digital Citizenship Schoology course for educators to incorporate into educator lessons. Specifically for learners in K-5 th grade	Director of Instructional Technology; Campus Administrators; Educators, Media Specialist Librarians	Schoology Course	Aug. 2017-May 2018	All	Comparison of the number of discipline issues involving digital citizenship from the 2016 school year to the 2017 school year	N	N	S	
<p style="text-align: center;"> √ =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 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 st Century skills.	Title II Funds, Local Funds	Executive Director of HR, Direction of Professional Learning, and Communications Department	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II Funds, Local Funds	Executive Director of HR and Director of Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

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

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

Suicide Prevention

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

CISD DISTRICT IMPROVEMENT PLAN 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 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 th -12 th grade science educators in Argument Driven Inquiry and Science Academic Vocabulary Strategies. Provide ADI training refresher for all returning 6 th -12 th 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 rd 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 st & 3 rd 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

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

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

