



Coppel Independent School District  
Campus Improvement Plan  
Town Center Elementary  
2017-2018

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

# CISD DISTRICT IMPROVEMENT PLAN

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

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

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

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

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

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

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

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

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

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

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

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

NAME OF PARTICIPANT	COMMITTEE ROLE
ANGIE APPLGATE, ANNEISE FORD	ADMINISTRATORS
JULIE MCCULLOUGH	KINDERGARTEN EDUCATOR
KIM BECKER	FIRST GRADE EDUCATOR
HEATHER JUDD	SECOND GRADE EDUCATOR
BETH PARKER	THIRD GRADE EDUCATOR
HEATHER BASS	FOURTH GRADE EDUCATOR
RACHEL LIM	FIFTH GRADE EDUCATOR
LISA HANSEN	SPECIALS
SUSIE WILLIAMS	DISTRICT REPRESENTATIVE
HEATHER FRISINA	BUSINESS REPRESENTATIVE
TODD HADDOCK	COMMUNITY REPRESENTATIVE
THEODORE RANDALL	PARENT REPRESENTATIVE

**Comprehensive Needs Assessment Summary  
2016-2017**

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• Systems Safeguards; STAAR, STAAR EOC, PBMAS, Curriculum Audit, TAPR; ACT, SAT, IB, TELPAS, DEIC Input, Attendance, Discipline Data, RtI Data, Highly Qualified Survey, Walkthroughs, Failure Rates, Survey Data</li> <li>•</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were identified strengths?	<b>Summary of Needs</b> What were identified needs?	<b>Priorities</b> What are the priorities for the district, including how federal and state program funds will be used?
<b>Demographics</b>	<b>Demographics</b> African American 5.3%, Hispanic 8.7%, White 49.9%, American Indian .2 %, Asian 31.9 %, Two or More Races 4%, Economically Disadvantaged 9.9%, ELL 13.9%, Special Education 5.7%, Increasing diversity across the campus.	Cultural awareness and sensitivity training; responsive teaching training; RtI Training specifically for Tier 2 and Tier 3 interventions and data collection; ELL Language Objective training and specific strategies to help support ELL learners	Continue training educators to be culturally aware and responsive in helping to support learners and families; Continue focus on utilizing language objectives to support learning; tutoring for learners using State Comp Ed funding; provide additional resources for ESL learners to acquire the English language especially within vocabulary and writing; participate in training for administrator’s and educators on RtI, 504, and ARD decision making
<b>Student Achievement</b>	Growth in our math, science writing and reading STAAR scores across the grade levels; Growth in accountability in learning	We need to continue closing the achievement gap in math, reading, science and writing with our populations for ESL,	<b>Literacy:</b> Provide expectations and training for balanced literacy and guided reading within Ubd; utilize writer’s workshop models with conferencing to support writing

	with small group and station activities	Hispanic, special education learners, and African American and economically disadvantaged learners; specifically look at writing as an area of need and how K-5 learners can make significant progress with the writing process and grammar skills	<p><b>Special Services:</b> identify learners with special learning needs such as dyslexia as early in the year as possible; make good decisions for learners classified as 504 or special education learners</p> <p><b>ESL:</b> focus on vocabulary development; integrate social studies and science into the literacy area to reinforce those content areas and nonfiction text comprehension, Incorporation of sheltered instructional strategies across all curriculum and provide interventions for learners not progressing in TELPAS</p> <p><b>Core Content:</b> Integration of social studies and science into literacy to help reinforce those content areas with nonfiction text comprehension, ongoing formative assessment and differentiated extensions for learning within UbD. implement Argument Driven Inquiry strategies in science grades 3-5 and claim evidence and reasoning training in science K-2.</p>
<b>School Culture and Climate</b>	Our campus is safe based on district parent survey data. Educators are positive and systems are in place to	Continue working on classroom management practices and responsive teaching methods to	Expectations for classroom management and school-wide expectations are given and reviewed with educators. Counselor will work

	ensure all learners are respected and valued. Digital literacy is being taught to every learner.	support positive school culture focused on relationships with all stakeholders. Continue working with parents to help them see and understand processes in place for learning inside and outside of the classroom.	on continuing to build a positive culture through lessons, one and one and group meetings and parent meetings. Counselor will offer training on Classroom Management Framework and Strategies throughout the year. Parents will receive information and processes regarding bullying and the procedures to follow if their child is being bullied. Counselors will train staff on protocols in creating a proactive anti-bullying environment in the classroom, playground, and cafeteria. Digital literacy will be taught and reinforced a minimum of 4 times during the year. Learning walks for parents/community will continue this year. Family nights to help support STEM initiative and cultures.
<b>Staff Quality/Professional Development</b>	100% of the staff at our campus is highly qualified.	Continue to seek highly qualified staff; Continue raining for educators on T-TESS evaluation and goal setting and student learning objectives; Continue learning walks for educators	Provide mentor and training opportunities for all new educators, work with our instructional specialist to help support needs for educators with goals for instruction. Use learning walks as a piece of our instructional strategies to help build high level of expectations for instruction. Continue looking for

			ways to hire diverse staff; Cultural Diversity Training; LPAC, Sheltered Instruction Strategies, ARD Meeting Training; 504 Training
<b>Curriculum, Instruction, Assessment</b>	We have an Rtl process in place; educators have autonomy in their planning; we have a strong literacy library at our campus; we have benchmark assessments in science; digital literacy has been implemented	We need to strengthen our understanding and use of Understanding by Design and use of curriculum documents in order to better support educators in planning and instruction; there is a need to reinforce and teach digital literacy more than once a year; We need to utilize stronger data collection processes in order to support Rtl and interventions; Continue the Instructional Coaching Model implementation	Provide updated training for Understanding by Design at the campus to support all educators; utilize vertical meetings for aligning curriculum and instruction across the campus; utilize PLC's and campus data team to analyze, evaluate and grow educators in understanding how data informs instruction as well as how to implement instructional practices that align with specific data needs; Continued implementation of the instructional coaching model at the campus. Implement the aligned curriculum horizontally and vertically; provide appropriate curriculum documents, resources, and training to campuses for effective planning, instruction and assessment; provide additional training on constructivist planning using a beginner, intermediate, and advanced leveled training model of the Understanding by Design methodology of planning; monitor instructional practice aligned to the



			new scope and sequences in all core content areas; implement year 2 of the the 3 year digital literacy plan and leverage the new digital citizenship course with learners; use the High Priority Learning Standards Clarify Table for customization of learning for diverse student groups
<b>Family and Community Involvement</b>	Strong parental involvement	Educate parents on technology use in the school and in the area of digital literacy; Provide greater transparency for parents on STEM, classroom instruction practices and assessment; Continue working on reciprocal communication with families and community; Continue with partnerships and gaining more for K-5	Provide resources and outreach to parents to educate them on STEM, digital literacy initiatives and technology usage in the schools; Educators will use blogs to communicate and visually show learning; parent conference flipped video to help support communication of assessments; Continue partnership with DTCC and exploring more partnership opportunities; Increase the diversity of our volunteer force
<b>School Context and Organization</b>	Educators and administrators have data in which to drive decision-making	Training is needed for administrators and educators on how to monitor ESL learners for special needs they may have; opportunities for individual and small group differentiated instruction is	Administrators and educators will attend training on how to monitor ESL learners for special needs they may have; provide opportunities for individualized/small group learning sessions; incorporate modifications/accommodations for curriculum activities; provide

		needed; training on instructional strategies is needed; Surveys indicate that learners have experienced bullying within the district	professional development in effective teaching strategies or best practices, and use data to implement strategies for appropriate activities; Parents will receive information and processes regarding bullying and the procedures to follow if their child is being bullied. Counselors will train staff on protocols in creating a proactive anti-bullying environment in the classroom, playground and cafeteria.
<b>Technology</b>	Our campus has a high level of technology tools available for learning; there is a high level of technology use at our campus	Ensure we are utilizing tools for differentiation in learning through blended and flipped instructional strategies. Continue building digital portfolios K-5. Utilization of Schoology as a tool for the campus and educators. Ensure up to date devices for maximum efficiency and use.	Utilize faculty, vertical and Teacher Learning Communities to focus on blended and flipped learning strategies throughout the year; utilize our Digital Learning Coach, Instructional Coach and Library Media Specialist for coaching support with technology integration. Follow the replacement schedule for devices.

List the identified needs of the district derived from data review

### **Family and Community Involvement**

- Increase volunteer force to be reflective of the campus demographics
- Increase communication for partnership opportunities
- Expand business/community partnerships
- Greater need for reciprocal communication
- Digital literacy and digital citizenship parent training
- Encourage participation in family events for families new to TCE and transitioning to TCE
- Need for parent communication of learner progress throughout the nine weeks

### **Technology**

- Reinforce digital citizenship and responsible use
- Digital literacy training and reinforcement
- Digital citizenship followed up with learners
- Blended and flipped learning
- Schoology training and implementation
- Communication through websites and blogs
- Digital portfolios K-5
- Training on the new curriculum, resources, and assessment banks
- Implementation and Monitoring of Sheltered-Instruction Strategies

### **Student Achievement**

- Additional training on how to analyze data and how to use the data to drive instruction
- Additional training on what to do with common formative and summative assessment data
- Additional training on instructional strategies related to data
- Training on new curriculum, resources, and assessment banks
- Training on Meeting the Needs of Special Education and ESL Learners
- Training on How To Make Decisions for Special Education and ESL Learners

- Scope and sequence training
- Continued RTI documentation K-5
- Need for learners to take greater ownership of their learning
- Continued implementation of Learning Framework
- Greater expertise to responding to the needs of groups of learners
- Development of more digital learning options to accommodate needs of learners

### **Teacher Quality**

- Hiring highly qualified
- Professional Development throughout the year
- Create a strong PLC presence on the campus
- Growing of educator's program 0-3 year teachers
- Educator Evaluation System
- Learning walks for educators

### **Demographics**

- Increase cultural sensitivity in instructional design
- Analyze data to drive instruction
- Responsive Teaching
- Data collection and trends

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)							
<b>Performance Objective #1:</b>		Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Continue partnering with DTCC and research to expand partnerships with other business partners to support learning	Campus Administration; Campus Educators	Time to meet with DTCC; Lessons designed for learners	August 2017- June 2018	All	UBD lesson design of working with DTTC and lessons implemented; Google Doc on campus housing partners	S	C	A	#2
Utilize a campus system to gather input from parents about their	Campus Administration; Campus Educators	Technology	August 2017- June 2018	All	Use of partners on campus; Lesson design	S	S	C	#2

careers, interests, hobbies in order to partner with them more in supporting campus goals with STEM									
Plan and implement a Health Expo for 5 <sup>th</sup> grade learners	Campus Administration; 5 <sup>th</sup> grade Campus Educators; Campus Nurse; SRO Officer	Time for planning; TEKS	August 2017	All	Health Expo; Student Survey	S	A	A	#2, #6, #10
√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)							
<b>Performance Objective #2:</b>		Increase volunteer and service opportunities for learners within the community							
<b>Summative Evaluation (to be filled out in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Each grade level K-5 will promote a service learning project	Campus Administration; Campus Educators	Technology;	Sept. 2017-May 2018	All	Service learning projects promoted at each grade level with indications of the "type" of service learning completed	S	C	A	#10
Identify mentors willing to connect with learners through Texan Town and with	Campus Administration; Campus Educators	Time to collaborate for mentoring opportunities and scheduling	Fall 2017 Spring 2018	All	Mentoring opportunities	N	S	S	#6

CHS/New Tech									
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<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)							
<b>Performance Objective #3:</b>		Expand opportunities for internships and job shadowing							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
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	
Expand STEM engineering showcase night to outreach	Campus Administration; Campus Educators; Instructional	Time for STEM engineering showcase night;	October 2017-April 2018	All	Videos; Pictures; Blogs; Learner Feedback	S	A	A	#2



more school/community partners	Specialist; Coaches	volunteers ; partners							
Continue partnerships and outreach with other STEM elementary campuses in order to collaborate and build relationships	Campus Administration; Campus Educators; Library Media Specialist	Time to collaborate via skyping; Google docs	Fall 2017 Spring 2018	All	Educator feedback; Learner Feedback; Lesson Plans	S	S	S	#2
<p style="text-align: center;"> <span style="color: green;">√ =Accomplished</span>    <span style="color: blue;">C =Considerable</span>    <span style="color: orange;">S =Some Progress</span>    <span style="color: black;">N =No Progress</span>    <span style="color: red;">X =Discontinue</span> </p>									

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)							
<b>Performance Objective #4:</b>		Partner with industry professionals to design and offer field-based learning experiences for educators							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Partner with local companies for field trips to see different opportunities to apply lessons to authentic working scenarios which will align to TEKS	Campus Administration; Campus Educators	Substitutes; Planning time to incorporate learning into lessons; Partner Businesses	Oct. 2017 – April 2018	All	List of field trips taken; Lesson plans	N	S	C	#2 #6

Offer opportunities for new educators to observe other professionals as well as continue TCE Growing Young Educators Program	Campus Administration; Campus Educators	Funds for observations; Local Budget	Fall 2017 Spring 2017	All	Educator feedback from new educators; Administrator feedback; Educator evaluations	S	C	A	#4, #7
Continue using UbD lesson design to include areas of feedback from a more global audience	Campus Administration; Campus Educators	Training for Professional Learning Network	Fall 2017 Spring 2017	All	UbD lesson design	S	S	C	#1, #3
Offer opportunities of leadership for campus educators to present	Campus Administration; Campus Educators	Time for planning	Fall 2017 Spring 2018	All	Eduphoria professional learning workshops offered	S	C	A	#4

professional learning for the campus/district on a variety of topics for learning									
√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<b>Strategic Objective/Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners							
<b>Performance Objective #1:</b>		Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Establish and communicate local, national, and global	Campus Administration; Educators	Forum for sharing partnership opportunities	August 2017 – Jan. 2018	All	Lesson plans; Records of collaborations	S	S	C	#2

community partnerships to broaden learning opportunities for learners									
Implementation of 2 <sup>nd</sup> -5 <sup>th</sup> Schoology as a digital learning tool and campus use of TCE Schoology Course	Campus Administration; Campus Educators 2-5	Time for digital curation and collaboration	August 2017-October 2017	All	Schoology Resources 2 <sup>nd</sup> -5 <sup>th</sup> and campus Schoology site	S	C	C	#2, #4
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<b>Strategic Objective/Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners							
<b>Performance Objective #3:</b>		Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Remodel and utilize our KTEX broadcasting, Robotics, Hands on Exploration and Coding Room	Campus Administration; Campus Educators	CISD construction; Hands on learning tools	August 2017-June 2017	All	Remodeled and utilization of learning area	S	A	A	#2
<p style="text-align: center;"> <span style="color: green;">√ =Accomplished</span>    <span style="color: blue;">C =Considerable</span>    <span style="color: orange;">S =Some Progress</span>    <span style="color: black;">N =No Progress</span>    <span style="color: red;">X =Discontinue</span> </p>									

<b>Strategic Objective/Goal 3:</b>		We will foster proactive and reciprocal communication for learner success							
<b>Performance Objective #1:</b>		Create a system to communicate foundational and future-ready skills for each learner							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Increase communication tools used across various digital platforms for parents and community that highlight learning strategies, assessment tools and knowledge about STEM	Campus Administration; Campus Educators	Time to create and plan for content to be presented and the design of the format	Aug. 2017 – May 2018	All	Educator websites; Educator/Principal blog	S	C	C	#6

and TCE learner outcomes.									
Continue implementation of STEM planning days for educators focusing on increasing technology within the UbD STEM lesson design and blended and flipped differentiated learning opportunities for learners	Campus Administration; Campus Educators	Title I funds; \$12,000	August 2016- June 2017	All	TCE Schoology Course with agendas from planning days; UbD Lesson Design; Walk throughs and evaluations	S	C	A	#1, #2, #9
√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									



<b>Strategic Objective/Goal 4:</b>		We will respect and leverage the diversity that exists in our community to provide a world class learning environment							
<b>Performance Objective #1:</b>		Increase educator proficiency to respond to our diverse community of learners							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Train educators on the new curriculum documents and provide updates as new curriculum is rolled out	Campus Administration; Instructional Coach; Campus Educators	District/Campus Training	July. 2017 – Feb. 2018;	All	Eduphoria records including survey data; Training presentations; PLC data	S	C	A	#2
Offer training to educators on the new Campus Management	Campus Administration; Campus Counselor	District/Campus Training	July 2017 – Feb. 2018	All	Eduphoria records; Training presentations; Survey Data; Lesson Design	S	S	A	#2

Framework and implement strategies into our meetings with educators on campus									
Implement ADI in science classrooms 3 <sup>rd</sup> -5 <sup>th</sup> grade and provide training to 3 <sup>rd</sup> grade	Campus Educators; Campus Administration	ADI Support; ADI materials	Sept. 2017- May 2018	3 <sup>rd</sup> -5 <sup>th</sup>	Walkthroughs; STAAR data; Lesson Plans; Assessments	S	C	A	#4
Participate in training and PLC discussions on accommodations and ARD/504 decisions on Least Restrictive Environment (LRE)	Campus Administrators; Campus Educators; MLI Specialist; Case Managers	Time to train educators	Aug. 2017- May 2018	Sp. Ed./504	Training; ARD/504 paperwork; Learner success	S	C	A	#8

Continue to implement hiring strategies to recruit a more diverse staff and implement retention strategies for once they are hired	Campus Administrators	Talent Ed	July 2017-June 2018	All	Staffing; T-TESS	S	C	C	#4, #5
Participate in training for central and campus administrators, instructional coaches and content leaders in learning that supports and ensures implementation and monitoring	Campus Administrators; Campus Educators; Instructional Coaches	District Training	July 2017-Apr. 2018	ESL	Eduphoria	S	S	C	#8

of sheltered instruction strategies, proficiency level descriptors, and language accommodations									
Participate in training for central and campus administrators, instructional coaches and content leaders in understanding strategies to serve and empower learners from different cultures	Campus Administrators; Campus Educators; Instructional Coaches	Training	July 2017-Apr. 2018	ESL	Eduphoria	S	C	C	#2

Attend training on meeting the needs of ESL learners	Campus Administrator s; Instructional Coaches	District Training	July 2017- April 2018	ESL	Eduphoria	S	C	A	
<b>Accomplished</b> <b>C =Considerable</b> <b>S =Some Progress</b> <b>N =No Progress</b> <b>X =Discontinue</b>									

<b>Strategic Objective/Goal 4:</b>		We will respect and leverage the diversity that exists in our community to provide a world class learning environment							
<b>Performance Objective #2:</b>		Expand program offerings that reflect our diverse community of learners							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
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Continue implementing after school	Campus Administration; Campus Educators;	Materials for robotics; competi	August 2017- May 2018	All	Competition; Extra Duty pay sheets for educators	S	C	A	#2

robotics and enter an additional team who works and competes in the Lego Robotics League	Campus GTI Specialist	on costs; Cost for robotics tutoring – Title I funds \$3,000							
Continue with the Real School Garden training and lesson design development to close achievement gaps	Campus Administration; Campus Educators	Materials from Real School Garden; UbD Lesson Plans; Title I funds - \$9,500	August 2017-May 2018	All	Educator feedback; Learner feedback; Walkthroughs; Math/Science STAAR data	C	C	A	#1, #2
Continue utilizing engineering units and resources that focus on higher level thinking, problem	Campus Administration; Campus Educators; Campus Specialists	Engineering resources and materials for instruction; Title I funds - \$13,566	August 2017-May 2018	All	Educator feedback; Learner feedback; STAAR data; Walkthroughs; Evaluations	S	C	A	#2

solving and the engineering design process to support learner needs									
Continue utilizing specific programs/tools to support intervention needs for learners and processing Title I funding documentation	Campus Administration; Campus Educators	Reflex Math; Title I funds - \$2,295 Title I Crate for housing Title I campus info \$450	October 2017-June 2018	All	Reflex data reports for learners on math fluency	S	C	A	#2
Utilize RTI interventionists who will come in for tutoring support as well as educators	Campus Administration; Campus Educators; Campus RTI Interventionists	State Comp Ed Funds - \$9,464	October 2017-May 2017	All	STAAR data; RTI data; progressing monitoring data in the areas being supported	S	C	A	#2

providing tutoring support for at-risk learners									
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<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #1:</b>		Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Attend training on the utilization of data	Campus Administratio n; Campus Educators	Data	Aug. – May 2018	All	Data analysis for various groups, such as ELL, Sp. Ed., ED, AA, as well as, whole group; SLO; PLC	S	C	C	#2 #4 #10



through a growth mindset									
Continue to provide opportunities for peer to peer observations in order for educators to learn from other educators	Campus Administrators; Campus Educators	Substitutes	Sept. 2017-Apr. 2018	All	Walkthroughs; Administrator feedback; Observations	S	S	C	#4
Ensure that the educators are clear about the referral process and protocols through training and support (dyslexia, specials education, needs for	Campus Administration; Campus Educators; RTI Team	Referral Process	Aug. 2017-May 2018	Sp. Ed.	Eduphoria records; Meeting agendas; Feedback from administrators and educators; learners referred not qualifying for special services	S	C	C	#1, #8

ELL learners)									
Attend training on working with Learners with High Functioning Autism at campuses	SPED Educators	District Training	June 2017 – Dec. 2017	Sped ;504	Learner performance; Eduphoria records	S	S	A	#4 #8
Attend district training for educators to establish consistency with screeners and progress monitoring measures to use data effectively for student growth	Campus Administration; Campus Educators	Screeners; District training	Aug. 2017- Oct. 2017	At-Risk	Eduphoria records; Progress Monitoring Data	S	C	A	#4 #10
Ensure the process of Rtl meetings	RTI Team; ESL Facilitator; Data Team;	TELPAS data, Accommodations;	Aug. 2017 to May 2018	At-Risk ELL	RTI meeting notes	S	C	C	#8

<p>for ELL's 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>RTI meetings</p>							
<p>Attend PLC institute in order to continue</p>	<p>Campus Administrator</p>	<p>PLC Conference – Title I</p>	<p>November 2017</p>	<p>All</p>	<p>Action plans for campus with the focus on professional learning community and learner growth; Planning days; Principal blog</p>	<p>S</p>	<p>A</p>	<p>A</p>	<p>#8</p>

<p>implementing goals with our campus professional learning community and systems that will support learner's academic/social emotional growth and purchase books for Principal's Academy for continued growth in PLC</p>		<p>funds \$1,769 Books for Principal Academy – Title I funds \$840</p>							
<p>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</p>									

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #2:</b>		Create a community-based accountability system for reporting learner growth							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Attend training for the implementation of common formative assessments to monitor curriculum and instruction resulting in student growth	Campus Administration; Campus Educators	District Common Assessments; District Assessment time tables	August 2017-May 2018	All	District Assessment Data	S	C	A	#8 #10

Continue to pilot digital portfolios partnering with IBM/ WATSON	Campus Administration; Campus Educators	IBM/ WATSON resources; IBM/ Apple support	2017 - 2018 year	All	Stakeholder feedback	S	S	S	#2
Continue to utilize Google sites for digital portfolios K-5 in showing the process and products of learning	Campus Administration ; Campus Educators	Google	August 2017- May 2018	All	Learner digital portfolios	S	C	C	#2
√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #3:</b>		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Train educators on learner led goal setting, including the development of targeted goals	Campus Administrators	Time to train educators	Aug. 2017-Oct. 2017	All	Learner goals; Student Satisfaction Survey; STAAR data	S	S	C	#2 #8

Learners will lead and participate in ARD's as developmentally appropriate	Case Manager; Campus Admin; Educators; Learners	Protocols for learners in ARDS	Aug. 2017- June 2018	Sp. Ed.	ARD Minutes	S	C	C	#8
Implement a structured balanced literacy model and a guided math model that supports learners in goal setting	Campus Administrators; Campus Educators	Defined Balanced Literacy Block; Math Structure; Recommended Minutes; Learner goals	Aug. 2017 – May 2018	All	Walkthroughs, Observations; Data on at-risk learner performance and the performance of GT learners; Growth measure on all learners; Videos of exemplar guided groups	S	C	C	#2 #8 #9
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

<b>Strategic Objective/Goal 5:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success
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<b>Performance Objective #4:</b>		Develop a comprehensive professional learning plan to actualize the CISD Learning Framework							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Participate in training on the new curriculum documents	Campus Administrator s; Campus Educators	Training Modules; New Curriculum	Aug. 2017	All	Eduphoria records; Walkthroughs; T-TESS Observations	C	C	A	#2
Participate in offered district training each grading period on the curriculum for that period to provide “just in	Campus Administrator s; Campus Educators	Curriculum Documents; Training Modules	Oct. 2017; Jan.2018; Mar. 2018	All	Eduphoria records; Walkthroughs; T-TESS Observations	S	C	A	#2 #4 #8

time” training									
Create a campus training to address the needs of the staff and UbD for levels “advanced, intermediate, and beginner”	Campus Administrators; Campus Educators	Time for Planning	July 2017; Aug. 2017	All	Eduphoria records; Walkthroughs; Lesson Plans	C	C	A	#2
Participate in second level of training on establishing effective PLCs	Campus Administrators; Campus Instructional Coaches	District Training	July 2017	All	Educator Growth Goals; PLC notes and artifacts; Stakeholder feedback	S	C	A	#2
Participate in formative assessment training to further educate educators on how to	Campus Administrators; Campus Educators	District Training	June 2017	All ED ELL Sp. Ed.	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data; STAAR data	S	S	C	#2 #10

check for understanding to monitor and adjust instruction									
Participate in structured balanced-literacy training to ensure all components of literacy are being incorporated into the LA block	Campus Administrators; Campus Educators	District Training	July 2017 – Mar. 2018	At-Risk	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data	S	C	A	#2 #4 #8
Attend training in sheltered instruction, ELPS, and language accommodations		District Training	October 2017- July 2018	All ESL	Increased student performance on TELPAS and STAAR BOY/MOY/EOY Assessment  Elevation; Eduphoria; Walkthroughs; T-TESS Observations	S	S	C	#2 #4 #8
<p style="text-align: center;"> <span style="color: green;">√ =Accomplished</span>    <span style="color: blue;">C =Considerable</span>    <span style="color: orange;">S =Some Progress</span>    <span style="color: black;">N =No Progress</span>    <span style="color: red;">X =Discontinue</span> </p>									

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #5:</b>		Reframe and prioritize state standards in a way that leads to profound learning							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Train all educators on the High Priority Learning Standards (HPLS)	Campus Administrator s; Campus Educators	Time to train	Aug. 2017 – Mar. 2018	All	Eduphoria Records; IEPS	S	C	C	#2 #4
Assess HPLS for each content area	Campus Administrators; Educators; Core	PLC	End of each unit	All	Data Analysis; STAAR Data	S	S	C	#2
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #6:</b>		Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world)							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Embed technology into UbD and include global collaboration resources	Campus Administrator; Campus Educators	Time for planning	June 2017-May 2018	All	Unit Plans; Walkthroughs; Observations	S	C	C	#2
Participate in campus book study on the importance of a professional learning network:	Campus Administration; Campus Educators	Books for study	October 2017-April – 2018	All	TCE Schoology Course; Principal Blog; Faculty/TLC meeting agendas	S	C	A	#2

<p>“What Connected Educators do Differently” in helping our campus to collaborate locally and globally through the use of technologies</p>									
<p>Continue professional learning with staff focused on differentiation in learning using blended and flipped instruction</p>	<p>Campus Administration; Library Media Specialist; Instructional Specialist; Digital Learning Coach</p>	<p>Time for collaboration; planning; training; online tools and technology resources</p>	<p>August 2017-May 2018</p>	<p>All</p>	<p>Educator Google Sites; Schoology; Principal Blog; Coaches Blog; UbD Lesson Design</p>	<p>S</p>	<p>C</p>	<p>C</p>	<p>#2</p>
<p>Continue communication goals with how</p>	<p>Campus Administration; Campus Educators;</p>	<p>Time for collaboration; planning;</p>	<p>August 2017-May 2018</p>	<p>All</p>	<p>Google Sites; Campus website; Twitter; Blogs</p>	<p>S</p>	<p>C</p>	<p>C</p>	<p>#6</p>

our campus is using technology tools to increase levels of transparency with learning for our parents/community	Campus Coaches	online tools and technology resources							
<p style="text-align: center;"> <span style="color: green;">√ =Accomplished</span>    <span style="color: blue;">C =Considerable</span>    <span style="color: orange;">S =Some Progress</span>    <span style="color: black;">N =No Progress</span>    <span style="color: red;">X =Discontinue</span> </p>									

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #7:</b>		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Utilize Digital Citizenship Schoology course to incorporate into educator lessons. Specifically for learners in K-5	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; UbD Lessons; Responsible Use Policy	S	C	A	#2
Continue implementing parent meetings/vi	Campus Administration; Digital Learning	District resources for digital citizenship	August 2017-May 2018	All	Campus Website; Meeting Dates and Information shared through principal blog or educator blogs	S	S	C	#6



deo connections for parents that help them to partner with us in our goals with digital citizenship and digital literacy	Coach; Library Media Specialist; Counselor	; DLC; Articles/Bl ogs; Videos; Time for meetings							
<p style="text-align: center;"> <span style="color: green;">√ =Accomplished</span>    <span style="color: blue;">C =Considerable</span>    <span style="color: orange;">S =Some Progress</span>    <span style="color: black;">N =No Progress</span>    <span style="color: red;">X =Discontinue</span> </p>									

## CISD DISTRICT IMPROVEMENT PLAN 2017-2018

### Appendix A: State and Federal Mandates

#### Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support CISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All Elementary campuses will implement a bullying prevention program such as R-Time, Great Expectations or the IB Primary Years Program.	Region 10; Great Expectations; PYP	Campus Principals and Campus Counselors	R-Time Session Dates, R-Time Session Agendas, and Lessons
3. All Middle Schools will implement and support Negotiate	Region 10	Campus Principals and Campus Counselors	Negotiate Session Dates, Negotiate Session Agendas, and Lessons
4. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
5. All 5 <sup>th</sup> Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program	Campus Budgets	Campus Counselor	Discipline Reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports, and Agenda

## Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All district staff members will be trained in Recognizing and Reporting Child Abuse at the beginning of the year. April is National Child Abuse Prevention Month and a time to further educate staff.	Region 10; TEA provided training; D2L	Director of Student Services and Campus Counselors	Training Sign-In Sheets, Training Agendas, and Training Survey Reports
2. All school staff members will follow the CISD Child Abuse Reporting Protocol.	Region 10; TEA provided training; D2L	Director of Student Services and Campus Counselors	Counselor Documentation

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

## Dating Violence Awareness

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

## Discipline Management – Safe Environments

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

## Drug Prevention

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

## Gifted and Talented Program

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

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

## Highly Qualified Teachers and Paraprofessionals

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

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

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



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

## Suicide Prevention

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

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

**English Language Arts & Reading**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. Continue to develop curricular tools and common transfer tasks to deepen the supporting resources that align to the district curriculum for LOTE.	Understanding by Design resources, Standards (TEKS, ELPS, CCRS, IB, AP)	Director of Language and Literacy	LOTE Curriculum documents
2. Continue to develop transfer tasks (course-level) to measure understanding and transfer of learning, as well as provide evidence of authentic accomplishments.	Understanding by Design resources, Standards (Prekindergarten Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan	Director of Language and Literacy	Macro Curriculum Documents, Transfer Tasks
3. Target balanced literacy development, with special education and ESL populations - with a specific focus on guided reading and conferring with readers	Next Steps in Guided Reading, Running Records; WFTBB; Title I, Title III, Title II; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation	Director of Language and Literacy, Campus Rtl teams	Eduphoria - Rtl Documentation
4. Embed ELPS strategies in stage 3 of the curriculum PK-12	ELPS Resources; Training; Title I; Title II; Title III	Director of Language and Literacy, Director of Mathematics, Director of Science, Director of Social Studies	Stage 3 in units with ELPS included
5. Create and implement an action plan for an initiative for every learner who enters CISD to read within three years of being in our district	Consultants; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation;	Asst. Supt. of C & I; Executive Director of C & I; Director of Language and Literacy;	At-Risk Data; STAAR results

	Literacy resources; Title I, Title II, Title III; SCE	Administrators; Educators	
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## Math

Strategies	Resources	Staff Responsible	Evaluation
1. Develop Mathematics Curriculum Documents for AP and IB courses, including Course-Level Scope and Sequence, Year-at-a-Glance, Unit Plans in Understanding by Design model, Develop model lessons for PK-12 Mathematics courses	PK Guidelines, Mathematics TEKS, Mathematics TEKS Supporting Information, AP & IB Standards, NCTM Resources	Director of Mathematics	Curriculum Documents
2. Support educators' implementation of CISD Mathematics Curriculum Documents through professional learning	CISD Mathematics Curriculum Documents	Director of Mathematics; Mathematics	Curriculum Walkthrough Data
3. Continue to Develop tools and provide professional learning for Response to Intervention in K-5 Mathematics	CISD RtI Documents (universal screeners, progress monitoring tools, intervention resources)	Director of Mathematics	RtI Documents, Feedback on Implementation, Universal Screening Data, Progress Monitoring Data

## Science

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

## Social Studies

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

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

<b>Components of a Schoolwide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	-Campus Assessment Data -Parent/Student Surveys -PEIMS Data -District Input -Educator Input
Schoolwide reform strategies	Opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement  Use effective methods and instructional strategies that are based on scientifically based research: <ul style="list-style-type: none"> <li>i. Strengthen core academic programs</li> <li>ii. Increase amount and quality of learning time</li> <li>iii. Strategies for meeting educational needs of underserved populations</li> </ul>	-STEM(Science, Technology, Engineering and Mathematics) Initiative and Implementation, - Understanding by Design, Professional Learning and Implementation -RtI Professional Learning and Procedures -Educator Evaluation System T-TESS/Student Learning Objectives - Professional Learning Communities
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.	-Current 100% HQ Status -Hiring Practices that identify HQ Status -Requirement for educators to hold ESL Certifications -Parent Notification of HQ Status
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.	-Differentiated Professional Learning for educators aligned with goals and T_TESS -Responsive Teaching and Cultural Awareness Training -Ongoing Professional Development for STEM and data/assessment

	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.	<ul style="list-style-type: none"> <li>-Growing Young Educators Program through the campus for 1st, 2nd and 3rd year teachers</li> <li>-Designation of Campus Lead Mentor for district BEAM program and other Campus Mentors,</li> <li>-Participation in BEAM program</li> </ul>
Strategies to Increase Parental Involvement	<p>Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a broad spectrum of school decisions.</p>	<ul style="list-style-type: none"> <li>-Increased use of principal blog, educator blogs, campus website and educator websites for parents and community</li> <li>-Increased use of Social Media such as Twitter to share learning by school, principal and educators</li> <li>-Frequent use of ParentLink System</li> <li>-Parent/Community Events (Fall Family Picnic, Spring HoeDown, Engineering Extravaganza Night, PTO Events, Parent Info Meetings)</li> <li>-Curriculum Nights</li> <li>-Site-based Decision Making Team</li> </ul>
Preschool Transitional Strategies	<p>Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.)</p> <p>Specific strategies for helping students' transition into the elementary setting have been identified and implemented.</p>	<ul style="list-style-type: none"> <li>-Kindergarten Round-up and Orientation</li> <li>-Child-Find Procedures</li> <li>-Back to School Kinder Meet and Greet</li> <li>-Boo-Hoo Breakfast</li> </ul>
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	<p>The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.</p> <p>Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards.</p>	<ul style="list-style-type: none"> <li>-Campus-wide process for RtI and progress monitoring</li> <li>-Tutoring provided for learners not meeting mastery</li> <li>-Flexible grouping Grade level Data/Assessment</li> <li>-Planning Days</li> <li>-STEM initiative and Lesson Design and Blended and Flipped Learning</li> </ul>



	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.	<ul style="list-style-type: none"> <li>-Site Based Decision Making Committee</li> <li>-Coordinating Campus Funds to meet the needs of learners</li> <li>-Leadership Team (team learders/instructional coaches)</li> </ul>
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment rubric.	<ul style="list-style-type: none"> <li>-Continuation of the PLC process and learner growth</li> <li>-Updated RtI Committee, Practices and Procedures,</li> <li>-Vertical/Content Team Meetings and Planning Days</li> </ul>

## 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		

