



Victory Place @ Coppell
Coppell Independent School District
Campus Improvement Plan
2017-2018

The mission of Victory Place @ Coppell, as an individualized and structured learning community in Coppell ISD, is to cultivate self-directed, resourceful, and responsible problem-solvers with the courage to persevere and adapt to meet global challenges through safe, rigorous, and engaging educational experiences facilitated by supportive, committed, and innovative professionals.

VP@C 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 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.

**Victory Place @ Coppell Site-Based Decision (SBDM)
2017-2018 COMMITTEE MEMBERS**

Participant	Role
Camille Porter	Assistant Principal - Chairperson
Jeff Minn	Principal
Rochelle Williams	Counselor
Dr. Shane Conklin	CISD Campus Liaison
Karen Nix	Community Member
Mya Huff	Former Learner/2017 Graduate
Chetana Bangalore	Parent
Jennie Allison	Educator/DEIC Representative
Andrea Cook	Educator
Dr. Linda Fielder	Educator
John Harris	Educator
Lauren Muir-Billingsley	Educator
Ryan Smits	Educator

Comprehensive Needs Assessment Summary

Data Sources Reviewed:			
<ul style="list-style-type: none"> ● District Data: Systems Safeguards, PBMAS, STAAR/TELPAS, Curriculum Audit, TAPR (15-16); Highly Qualified Survey, Survey Data, DIP, Learning Framework ● Campus Data: STAAR EOC, TELPAS, Attendance, Weekly Reports/Failure Reports, Course Enrollment Report, Discipline Log/Data, Edgenuity Reports, Program Data, PLC needs, TP Learner Application Profiles & Teacher Inputs, Compass Orientation Learner Profiles, Parent Surveys TP-Graduation Exits & Compass-Transition Exits, Learner Survey's/Cookie Chats, Home Campus Input, T-TESS Walkthroughs, RtI Data, Learner Service Plans/IEPs 			
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	<ul style="list-style-type: none"> > Strong diversity in culture of learners accepted into Turning Point program and their completion of graduation requirements; > Strong acceptance into TP of learners identified within special population groups (SpEd, 504, ESL) and completion of graduation requirements > Assistance and support provided to low socio-economic learners in TP & Compass DAEP. 	<ul style="list-style-type: none"> > Strategies to continue to support ESL/ELL, SpEd and 504 learners within an accelerated, alternative academic environment while meeting Great Expectations standards > Remaining culturally aware of our current learner needs 	Provide additional resources/professional learning for ESL learners to acquire the English language; train administrators and educators on RtI, 504, LPAC, and ARD decision making; build or remodel facilities to accommodate growth in the learner population; provide training to teachers on cultural and language differences;

<p>Student Achievement</p>	<p>> Turning Point has a high success rate of credit recovery and original credit course completions towards meeting graduation requirements</p> <p>> Compass has a high success rate of providing academic instruction at standards set forth by home campus teachers bridging the transition during their temporary placement</p> <p>> High success rate of passing STAAR End-Of-Course assessments</p>	<p>> Reduce STAAR End-Of-Course failures in English 1 & 2 for both Turning Point & Compass Learners in all groups, but particularly those identified ESL/LEP.</p>	<p>Special Services: Make appropriate instructional decisions for learners classified as 504 or special education learners; Provide training on accommodations for learners with special needs;</p> <p>ESL: Incorporate identified sheltered instructional strategies across all curriculum; Provide intervention for all learners not progressing on TELPAS and for any learner failing an EOC; Offer training on linguistic accommodations, proficiency level descriptors, vocabulary development and additional writing training and support at all levels;</p> <p>Core Content: Increase passing rate on EOC failures using SCE funding; Integrate social studies and science into the literacy area to reinforce those content areas and nonfiction text comprehension; Increase resources for stage II (to ensure ongoing formative assessment to guide instruction)and III (to inform differentiated extensions and interventions) of the UbD planning template; Additional training in science and math vocabulary</p>
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			development; provide Argument Driven Inquiry training in science across grades 4 - 12; Implement new scope and sequence in social studies and provide nonfiction reading resources
School Culture and Climate	<ul style="list-style-type: none"> > Great Expectations Model Campus in which Culture and Climate are key indicator areas. Demonstration of Life Principles. > Turning Point Nine-Weeks Celebrations > High-level supervision and expectations for Compass protocols and procedures ensuring safe climate for both learners and staff > WhyTry character development curriculum in both TP & Compass programs > Digital literacy and citizenship is incorporated in campus expectations and UbD lessons 	<ul style="list-style-type: none"> > Training and onboarding of new Principal and 3 educators into the culture, protocols and practices of the campus > Continue focus on Standard Response Protocol systems to respond to crisis situations > Intentionality of use of Restorative practices and Social-Emotional learning experiences 	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 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.
Staff Quality/Professional Development	> 100% of the staff at VP@C is highly qualified with multiple fields of certification.	<ul style="list-style-type: none"> >New staff obtain ESL and SpEd certification by mid-year. >New staff need training in Great Expectations (summer 	Hire diverse staff; Cultural Diversity Training; LPAC, Sheltered Instruction Strategies, ARD Meeting Training; 504 Training

	<ul style="list-style-type: none"> > All returning classroom educators are certified in both ESL and Special Education. > All staff are CPR/AED trained and members of crisis response team. 	<p>2017) and WhyTry training (early Fall 2017).</p>	
<p>Curriculum, Instruction, Assessment</p>	<ul style="list-style-type: none"> > High Priority Learning Standards in math, science & social studies content areas. > Rigorous Edgenuity 2020 online curriculum customized with CISD High Priority Learning Standards (as available). > UbD Genius Hour lessons incorporating global communities. > Strong intervention responses and adjustments to struggling learners. 	<ul style="list-style-type: none"> > High Priority Learning Standards in ELA. > Development of Professional Learning Communities practices to utilize collaborative processes in creating instructional lessons, analyzing the results and adjusting as necessary. >Intentionality in ELPS, SIOP and PLD to address ESL/LEP learner needs >Development of rubrics for different stages and activities of UbD/Genius Hour/Physical Wellness/WhyTry lessons. 	<p>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 practices aligned to the new scope and sequences in all core content areas; Design district/benchmark assessments aligned with the curriculum; Implement year 2 of the 3 year digital literacy plan and leverage the new digital citizenship course with learners; Use the Clarification of High Priority Learning Standards document and the interventions and extensions within stage 3 of the curriculum documents for</p>

			customization of learning for diverse student groups;
Family and Community Involvement	<ul style="list-style-type: none"> >Parental participation in TP learner interviews for admission and Compass orientations >Parental participation in TP Exit meetings and Compass transition meetings back to home campus >Counselor Post HS meetings with parents & learners >Strong parental attendance at 9-Week Celebrations >Turning Point UbD projects with Denton Creek Elem >Service Projects: Rotary Flag Program, Lion's Club Toy Drive, Assistance League Book Drive, Blood Drive 	<ul style="list-style-type: none"> >Increase partnership opportunities with local businesses and experts in fields of interest to learners >Donations for Professional Dress for learners in need of support 	<ul style="list-style-type: none"> Increase volunteer force of underrepresented parent groups; Provide resources and outreach to parents to educate them on literacy initiatives and partnership opportunities to support authentic learning
School Context and Organization	<ul style="list-style-type: none"> >Acceleration of course completions in online environment available 24/7 >Educators and administrators utilize data in which to drive decision-making and consider individualized needs while implementing 	<ul style="list-style-type: none"> >Maintain focus of support for ESL/SpEd/504 and at-risk learners 	<ul style="list-style-type: none"> Train administrators and educators on how to monitor ESL learners; 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

	<p>the Great Expectations principles. >Learner-to-Educator ratio</p>		<p>implement strategies for appropriate activities</p>
<p>Technology</p>	<p>>Turning Point: 1-to-1 laptop >Compass: 1-to-1 PC >iPad carts >Main methodology of instructional delivery is an online environment accessible 24/7</p>	<p>>Increase strength of the infrastructure to ensure all devices have access at all campuses to internet services within reasonable speeds</p>	<p>Find storage solutions; Expand WiFi capability; Follow replacement schedule for devices</p>

List the identified needs of the district derived from data review

Family and Community Involvement

- Increase volunteer force of specific groups of parents, including Asian and Hispanic
- Greater need for communication on partnership opportunities with educators
- Expansion of Partnerships

Technology

- Continued improvement of Technology Wireless System

Student Achievement

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

Demographics

- Increase Cultural Sensitivity and Competencies in Instructional Design

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)							
Performance Objective #1:		Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Expand partnerships with businesses and resources that may serve as future career opportunities based on learner need	Counselor; Principal; & Asst Principal	Spreadsheet of learner future plans; Learner goal setting forms; Mentor time; Collaboration with business partners; Campus liaison between learner and business/organization	August 2017-June 2018	All	Documented time with business partners; Learner goal setting documents; Learners with post-secondary plans; Feedback from businesses; Feedback from parents, educators and learners	C (Speakers/ AT&T/ Military Recruit)	C (Local Business Field Trip)	C <--	N/A
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

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	
Expose and provide learners to diverse volunteer and service opportunities multiple times throughout the year as a learner expectation	Campus Admin; Educators; Counselor	Planning time for projects; Collaboration with district and community stakeholders; UbD Lesson Design	Sept. 2017- May 2018	All	Participation in: * Rotary Club Flag program * Blood Drive 3x/year * Lions Club Christmas Toy Drive * Coppell Nature Center service work *CISD Thanksgiving Food Fest *Night at the Stars Puzzles; Collaboration with Denton Creek Elementary & CMS North; Visual Media stories (i.e. Twitter, Website, Coppell Bubble Life)	S Blood Drive1	C Holiday Collecti ons; Jump Rope4 Heart CCE; Blood Drive2; Metroc rest	C Compass projects (GEM & Super Teacher Recog)	
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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	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Expand job exploration opportunities	Counselor; Campus Admin	Planning time; Technology; TWU Go Center; Naviance; Mentoring/ Counseling time; ASVAB data; TP interview data; College workshops, Career Field Exploration Trips;	August 2017- April 2018	All	List of partners / speakers; Learner/Parent Surveys; College & Career plans	C (Speakers /AT&T/ Military Recruit)	C (Local Business Field Trip)	C <--	

		Counselor support in matching job and internship opportunities to learner interests							
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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.	Campus Admin	Planning time to incorporate into UBD lessons; Partner Businesses	Oct. 2017 –April 2018	All	List of business partners offering field trips; List of field trips taken; Lesson plans	S AT&T	C Local busin ess trip	C <--	
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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 #)
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Expand learning beyond the campus: local, national, and global community partnerships to broaden learning opportunities for learners	Educators; Admin; DLC; Curriculum Directors	Edgenuity 2020; Partnerships with other CISD campuses; Schoology; Community Businesses , Partnership with World Affairs Council	August 2017 – June 2018	All	TWU Go-Center Reports; Guest speaker agendas; Genius Hour UbD projects; Field trip documents; Nature walks; Rubrics in Schoology; Fitness logs in Edgenuity; Learner & staff input; Observations; Learner experiences; Edgenuity & UbD course completions	S Perot; 24/7 e2020; TWU Go	S Model UN; DCE partnerships;	C DCE UbD; World Affairs Council	
Expand use of Schoology as a digital learning tool	Educators; Admin; DLC	Time for digital curation and collaboration	July 2017 - March 2018	All	Newly created courses (UbD, Physical Wellness); Learner course completions	S	S	S	

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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	
Maintain flexible schedule allowing for staggering of different program start times to maximize use of staff. Flexible scheduling within Turning Point program and 24/7 access to curriculum.	SBDM team; Admin	Planning time	Aug 2017 – June 2018	All	Maximization of use of time, staff and resources.	√	√ 24/7 access to curriculum	√	
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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	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Communicate campus data pieces to stakeholders	Campus Admin; Educators	Coppell Gazette; Coppell BubbleLife; VP@C Curriculum Night	Sept 2017 - May 2018	All	Parent feedback; Coppell Bubblelife/Gazette publications; Website information; Email blasts; Observations	S	S	S	
Provide opportunities for preparation using future ready skills for learners post graduation	Counselor; Educators	Counseling Program; College workshops (CHS and VP@C); Naviance;	Sept 2017 - May 2018	All	Learner demonstration of GE Life Principles; Learner Post High School Plans and goals; Post HS parent meetings; Learner Presentations;	C	C post HS parent meetings, Exit mtgs.	C	

		ASVAB data ; Website information for future planning; Schoolog; UbD Rubrics			Exit surveys (parent & learner); UbD projects; Professional Dress Wednesday				
Incorporate GE Life Principles in lesson design across campus culture	Educator; Admin; Learner; Counselor	Campus Funds for GE campus- wide training; GE Level I training for new staff- Title Funds; UdD lesson design aligned to GE; GE coaches with staff	Aug 2017 - May 2018	All	Daily announcements for the year to reinforce Life Principle of the week led by learners; UbD and individual CLDs; Compass Success Sheets; Staff weekly reflections and focus on practices; Learner led Nine-Weeks Celebrations, reflection on Life Principles; Walkthroughs GE observation rubric by campus GE Coach; 2017-18 GE Model school designation	C	C	√	Model school design ation
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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	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Embed social skills into the curriculum where appropriate	Educators; All staff	GE tenets & Life Principles; Why Try curriculum	July 2017-Mar. 2018	All	Discipline Log (reduction in incidents); 2017-2018 GE model campus designation; Observations	C	C Why Try submissions	C	
Monitor the curriculum implementation with curriculum walk-throughs	Campus Administration	Curr. Walk-through; Data Reports	Sept. 2017-May 2018	All	Data Analysis Reports; Walk-throughs	S	C GE walkthroughs - admin	C	

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Continue to implement hiring strategies to consider a more diverse staff and implement retention strategies for those hired	Campus Administration	Funds for retention strategy activities	July 2017-June 2018	AA; A; ED; Hisp. Ell's	TalentEd candidate pool; Employee retention	n/a	S all staf f in pro cess of inte rvie w trng	n/a No new staff needed	
Provide additional training and support on accommodations and ARD/504 decisions to maximize learner access to general curriculum	Campus Administration	Time to train educators	Aug. 2017-Sept. 2017	Sp.Ed/ 504	Team meeting agendas, ARD/ 504 paperwork, learner success, training modules	S	S	C No issues needin g to be adres sed; Learner success	
<p style="text-align: center;"> √ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue </p>									

Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment							
Performance Objective #2:		Expand program offerings that reflect 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	
Explore and Choose additional certifications to offer learners and ensure a viable curriculum to support certification requirements	Campus Administration with support from Director of CTE and Director of Marketing and Business Partnerships	Resources provided through Director of CTE and Director of Marketing and Business Partnerships and aligned curriculum to support certification opportunities	Jan. 2018 – Mar. 2018	All	List of certifications offered and obtained in 2016-2017 and list of certifications offered and obtained in 2017-2018. Receive validation of relevance from the Business Advisory Board (Board to be re-established in summer 2017-18)	N	S Additional CTE certifications attained by staff	N	N/A

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
Performance Objective #1:		Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
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Set clear guidelines for state assessments and ensure educator knowledge of End-Of-Course assessment blueprints and TELPAS skill growth areas (PBMAS)	Campus Admin with support of District Curriculum Team	Known assessments and their purpose	Aug. - Oct. 2017	All	End-Of-Course data; TELPAS data; PBMAS data	C	C	C	
Continue to provide opportunities for peer-to-peer	Campus Administrators; Educators	Planning time; Learning walks	Sept. 2017-Apr. 2018	All	Walkthroughs; Administrator feedback; Educator feedback; Observations	S	C GE pop & posts	C <--	

observations in order for educators to learn from other educators									
Training for educators on campus protocols and progress monitoring tools, including ELLs (TELPAS, PLDs), 504 and SpEd (accommodations) and ensure the implementation.	Campus Admin	Screeners; Training to reduce the over/ Under identification of diverse learners, Elevation LPAC Management System; Documentation Log Process of protocols	Aug. 2017-Apr. 2018	At-Risk	Eduphoria records; Meeting agendas; Feedback from administrators and educators	S	C meetin g agend as	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 #2:		Create a community-based accountability system for reporting learner growth							
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Provide training for the implementation of common formative assessments to monitor curriculum and instruction resulting in student growth	Campus Administrators; Educators;	Teacher-developed common Assessments	On-going 2017-2018	All	Learner performance on implemented assessments; Data analysis of learner performance	S SLO devel opem nt and PLC focus	S PLC /SL O mo nit ori ng	S	
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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)							
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Establish expectations for goal setting for learners	Director of Professional Learning; Campus Administrators; Counselor; Educators;	System for goal setting; Common rubric;	Aug. 2017- June 2018	All	Learner goals; Weekly Reports (course completions); Documentation logs; Mentor Time; Why Try	S	S mentor time	S	
Allocate specific time to create, develop, and revisit learner goals for academic, social, and emotional growth	Campus Admin; Educators; Counselor	Time for goal setting; Form(s) for goal setting; Guest speakers	Aug 2017 - June 2018	All	Lesson Plans; Goals set by learners; Learner goals and reflections; Documentation logs; Campus Schedule; Mentoring topics & rubrics; Learner-led Conferences	S	C mentor time	C Comp ass AM	

Learners will lead and participate in 504 and ARD meetings as developmentally appropriate and general Learner/Educator/Parent Conferences.	All staff	Protocols for learner led ARDs/504s; Agenda for parent conferences for learners	Aug. 2017-June 2018	Sp. Ed.	ARD Minutes; 504 Minutes; Parent conference documentation	S	S	S Learner participation	
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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)									
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						Oct.	Feb.	May	
Train educators on the new curriculum documents	Campus Administration; Curriculum Directors;	Training Modules; New Curriculum	Aug. 2017	All	Eduphoria records; Walkthroughs; T-TESS Observations; Lesson Design	S	S	S	
Provide and monitor utilization of training in sheltered instruction, ELPS, language accommodations to support educators in ensuring access to curriculum	Campus Administrators with support of Curriculum Directors;	Training modules	Fall 2017 July 2018	All ESL PBMAS 4-7 Writing 3-8 Science 3-8 Social Studies	Eduphoria records, team meeting agendas, Increased student performance on TELPAS and STAAR BOY/MOY/EOY Assessment; Ellevation; Eduphoria; Walkthroughs; T-TESS Observations;	S	S	S	team meeting agenda, AP training

<p>Math STAAR 3-8 & Alg 1 EOC passing rates for SpEd population will increase by a minimum of 5% with a target of zero on the performance indicator for 2017-18 school year through training and professional development in the use of multiple representation for all learners.</p>	<p>Campus Administrators; Math Educators; Dir of Mathematics; Exec Dir of Intervention Services; Dir of Special Ed; Asst Supt of C&I; Dir of Prof Learning; Dir of Research and Evaluation</p>	<p>Professional development; Central Administration Directors; Campus Administrators; Cognitive Processing Document; Curriculum Documents; Manipulatives</p>	<p>Fall of 2017</p>	<p>Learners served by SpED</p>	<p>PGP Mtgs; Targeted tutoring; Sign-in sheets from training; Walkthrough data from Core Directors & Intervention Services; STAAR scores; Accountability Data</p>	<p>n/a</p>	<p>n/a</p>	<p>5 2 learners (1/2)</p>	
<p>Writing STAAR passing rates for SpEd population will increase by a minimum of 5% for 2017-2018 school year by using evidence-based data to target oral written conventions in writing.</p>	<p>Campus Administrators; English Educators; Dir of ELA; Ex Dir of Intervention Services; Dir of Special Ed; Asst Supt of C&I;</p>	<p>Learner writing; Campus Educators; Director of Language Arts; Director of Special Education; Director of Intervention Services; Learner Accommodations; Cognitive</p>	<p>Ongoing</p>	<p>Learners serviced by SpED</p>	<p>PGP Mtgs; Targeted tutoring; Sign-in sheets from training; Walkthrough data from Core Directors & Intervention Services; Writing Samples; Writing Feedback to Learners; STAAR data; Accountability data</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	

		Processing Document;							
STAAR Science in grades 5, 8, and Biology EOC passing rates for SpEd population will increase by a minimum of 5% and will rate no higher than a 1 on the PBMAS measure for the 2017-18 school year through a focus on strategies to address cognitive processing, reading comprehension, concept mapping, and academic vocabulary	Campus Administrators; Science Educators; Dir of Science; Ex Dir of Intervention Services; Dir of Special Ed; Asst Supt of C&I; Dir of Prof Learning; Dir of Research and Evaluation	Graphic organizers; Academic Vocabulary Training; Academic Vocabulary Lists; Learner Accommodations; Science Notebooking	Ongoing	Learners served by SpED	PGP Mtgs; Targeted tutoring; STAAR data; Accountability data; Walkthrough data from Campus Administrators, CORE Directors, and Director of Special Education, and Executive Director of Intervention Services;	n/a	n/a	√ 2 learners (100% 2/2)	
The passing percentage on STAAR 3-8 will increase by at least 6% from 2017 to 2018 and the performance level assignment on STAAR 3-8 reading will be a zero (0) through the use of	Campus Administrators with Director support. Director of Language Arts; Executive Director of Intervention Services; Director of Special	Graphic organizers; Learner Accommodations; Note-taking Template	Ongoing	Learners served by SpED	PGP Mtgs; Targeted tutoring; Educator Created Assessments; STAAR data; Accountability data; Walkthrough data from Campus Administrators, CORE Directors, and Director of Special Education, and Executive Director of Intervention Services;	n/a	n/a	n/a	

differentiated instruction when teaching inferencing and paraphrasing to learners served by SpED.	Education; Assistant Superintendent of Curriculum and Instruction; Campus Administrators								
To ensure all children are learning at high levels, resulting in moving from STAGE 2 to 1 on PBMAS during the the 2017-2018 school year, linguistic accommodations will be implemented and monitored from PK -12 and targeted professional learning provided through the lens of oral and written conventions, grammar, and cohesive writing.	Campus Administrators; All educators; Director of BE/ESL and Global Connections; PLDs	Linguistic accommodations	Ongoing	English language learners	Targeted tutoring; STAAR/TELPAS data; Accountability data; Writing Samples; Writing Feedback to Learners; Walkthrough data from Campus Administrators, CORE Directors, and Director of BE/ESL	n/a	C	C	avg 3 LEP learners at a time
<p>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</p>									

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
Performance Objective #5:		Reframe and prioritize state standards in a way that leads to profound learning							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Utilize HPLS in writing IEP goals	Campus Administrators; Educators;	HPLS; IEPs	Ongoing 2017-2108	Learners receiving Special Education Services	IEP Goals aligned with HPLS PBMAS Data	C	C coord inatin g with home camp us	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 #6:		Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world)							
Summative Evaluation (to be filled in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Maintain Edgenuity 2020 online delivery of accelerated instruction available 24/7 customized to learner's prior knowledge and progresses at learner's individualized pace.	Campus Administration	Budget funds	June 2017	All	Coursework completions; Weekly Reports (Turning Point & Compass); After-hours work log	√	√ 24/7 access to coursework	√	
√ =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	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Utilize current Digital Citizenship course for educators to incorporate into educator lessons. Specifically for learners in K-12 th grade.	Educators	CISD Digital Citizenship Course; Planning Time	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	S Embed within orientation	S	
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

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 school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
3. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyberbullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports, and Agenda

Child Abuse and Sexual Abuse Prevention

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

Coordinated Health – SHAC Council

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

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Secondary Schools will provide ongoing staff training on relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Student Services, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
2. High Schools will implement programs, such as the Be Project, to eliminate teen dating violence and promote healthy relationships.	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
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Discipline Management – Safe Environments

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

		Administration and Executive Director of Intervention Services	
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Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide ongoing staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's Counselors, Parents and Campus Administrators	Director of Student Services and Assistant Superintendent for Administration	Discipline Referrals, Anecdotal Campus Reports
2. Red Ribbon Week for Drug Awareness is recognized throughout the district in the month of October.	SRO Officers	Director of Student Services and Assistant Superintendent for Administration	Red Ribbon Week Plans; SRO Records

Gifted and Talented Program

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

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

Highly Qualified Teachers and Paraprofessionals

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

Postsecondary Preparedness: Admissions & Financial Aid Information

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

readiness/post-secondary education in order to best serve all students.			
11. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators; CHS Sp. Lead	Student Surveys and Graduation Tracker Data
12. Align college readiness assessments and design academic intervention to ensure college readiness for all.	Assessment Budget and Campus Budgets	Curriculum Directors, Campus Administrators and Educators	Student Surveys and Graduation Tracker Data

Suicide Prevention

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

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

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to develop curricular tools and common transfer tasks to deepen the supporting resources that align to the district curriculum for LOTE.	Understanding by Design resources, Standards (TEKS, ELPS, CCRS, IB, AP)	Director of Language and Literacy	LOTE Curriculum documents
2. Continue to develop transfer tasks (course-level) to measure understanding and transfer of learning, as well as provide evidence of authentic accomplishments.	Understanding by Design resources, Standards (Prekindergarten Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan	Director of Language and Literacy	Macro Curriculum Documents, Transfer Tasks
3. Target balanced literacy development, with special education and ESL populations - with a specific focus on guided reading and conferring with readers	Next Steps in Guided Reading, Running Records; WFTBB; Title I & Title II \$52,000, Title III; Director of Research and Evaluation; Director of Data Systems and Program Evaluation	Director of Language and Literacy, Campus RtI teams	Eduphoria - RtI Documentation
4. Embed ELPS strategies in stage 3 of the curriculum PK-12; Train educators as they implement utilize proficiency level descriptors to ensure academic language acquisition through reading and writing	ELPS Resources; Training; Title III	Director of Language and Literacy, Director of Mathematics, Director of Science, Director of Social Studies	Stage 3 in units with ELPS included
5. Create and implement an action plan for an initiative for every learner who enters CISD to read within three years of being in our district	Consultants; Director of Research and Evaluation; Director of Data Systems and Program Evaluation; Literacy resources supported in	Asst. Supt. of C & I; Director of Language and Literacy; Administrators; Educators	At-Risk Data; STAAR results

	other steps by Title I, Title II, Title III; SCE		
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Math

Strategies	Resources	Staff Responsible	Evaluation
1. Develop model lessons for PK-12 Mathematics courses	PK Guidelines, Mathematics TEKS, NCTM Resources	Director of Mathematics	Curriculum Documents
2. Support educators' implementation of CISD Mathematics Curriculum Documents through professional learning	CISD Mathematics Curriculum Documents Title I & II \$5,000	Director of Mathematics; Mathematics	Curriculum Walkthrough Data

Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction within K-12 science classrooms with a balance among physical, life, and earth sciences to mirror TEKS	FOSS Kits, STC Kits, and Inquiry-Based Instruction Training (ADI); TEKS-aligned hands-on-time	Director of Science; Campus Administration	STAAR Data; Classroom Walkthrough Data, and Learning Design Units; Elementary schedules of time for science; Lesson Plans
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 Train educators as they implement ADI to utilize proficiency level descriptors to ensure academic language acquisition through reading and writing	Professional Learning, Title I & Title II \$2,800	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. Utilize performance based science assessments and science curriculum	ADI Training and Rubrics, Exemplars	Director of Science; Science Educators	Science Curriculum Walkthrough Data

walkthroughs to monitor student progress toward the K-12 Science program transfer goals	Training and Rubrics,		
4. Utilize unit-aligned TEKS-based 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 (campus administrators monitoring the PLC process)

Social Studies

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

3. Develop IB, AP, and Social Studies curriculum	Course appropriate resources; Funds to write curriculum	Director of Social Studies	Curriculum Documents
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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
R3 Choices	Chemical Awareness Resources & Education	PBS	Positive Behavior Supports
CISD	Coppell Independent School District	PEIMS	Public Education Information
Comp Ed	Compensatory Education	PST	Promoting Success Team
CTE	Career and Technical Education	RtI	Response to Intervention
EC	Early Childhood	SCE	State Comprehensive Education
EOC	End of Course	SHAC	School Health Advisory Council
D.A.T.E.	District Award of Teacher Excellence	SPED	Special Education
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	SRO	Security Resource Officer
DOI	District of Innovation	TAKS	Texas Assessment of Knowledge & Skills
GT	Gifted and Talented	TEA	Texas Education Agency
HR	Human Resources	TEC	Texas Education Code
IB	International Baccalaureate	TEKS	Texas Essential Knowledge & Skills

ICLE	International Center for Leadership in Education	x2VOL	Data Warehouse for Service Learning
IDEA	Individuals with Disabilities Act		
IAP	Individual Acceleration Plan		
IEP	Individual Education Plan		
ISS	In School Suspension		