



Coppel Independent School District

Valley Ranch Elementary Campus Improvement Plan

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

Cynthia Arterbery	Principal
Mary Myles French	Assistant Principal
Leigh Ann Howard	Assistant Principal
Beth Parrish	School Counselor
Sandra Braden	Kindergarten Educator
Megan Schaum	1 <sup>st</sup> Grade Educator
Amanda Goss	2 <sup>nd</sup> Grade Educator
Nadya Gulam	3 <sup>rd</sup> Grade Educator
Julie Bowles	4 <sup>th</sup> Grade Educator
Kirsten Chapman	5 <sup>th</sup> Grade Educator
Kati Castellanos	Specials Educator
Cathy Bennett	Community Representative
Debbie Youngs	District Level Representative
Susie Mayes	Business Represnetative
Hema Ghuznavi	Parent Representative

**Comprehensive Needs Assessment Summary  
2017-2018**

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>Systems Safeguards; STAAR, PBMAS, Curriculum Audit, TELPAS, DEIC Input, Attendance, Discipline Data, RtI Data, Walkthroughs, Survey Data</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were identified strengths?	<b>Summary of Needs</b> What were identified needs?	<b>Priorities</b> What are the priorities for the district, including how federal and state program funds will be used?
<b>Demographics</b>	Strong diversity in culture; We have a high learner population of Asian/Indian learners with decreasing populations of African American, Hispanic and White learners. We have an increasingly high mobility.	Cultural sensitivity training; Instructional Culturally Responsive Classroom; Training to aide ESL learners to become proficient in English;	Provide additional resources for English Language Learners, train educators on 504, RtI and the ARD process in decision making for ESL learners and our total population. To involve all parents from different cultures in the school community. We will use immigrant funds to provide a cultural awareness day for the entire staff. We will use Comp Ed funds to close the gap on student progress for learners from all cultures.
<b>Student Achievement</b>	Our learners excelled above the state average in Reading, Math, Science and Writing on the STAAR test. We were able to provide intervention	We need to close the achievement gap in math for special education, African American and economically disadvantaged learners; and	Provide early intervention at K-3 <sup>rd</sup> grade to ensure all learners are meeting expectations with literacy and math; identify learners with special learning needs such as

	<p>strategies effectively; therefore, we had only a few learners referred for Special Education. We were able to fine tune our RTi process; therefore, these learners were successful on state exams; Our positive growth in TELPAS advanced from the previous year indicating ESL strategies are being implemented thus helping to minimize the gap for ELLs. Most grade levels have implemented common intervention time for math and reading. This has proven to help the achievement of our learners who struggle in specific areas.</p>	<p>in reading for special education, economically disadvantaged, white, African American and LEP learners. We will continue to focus on student achievement in science across all grade levels. VRE demographics consist of a high ESL population (approximately 40% of our campus is identified ESL). The TELPAS progress indicates sheltered instruction strategies are being used effectively while the STAAR progress results indicate a need for improved rigor while using those strategies. The ESL strategies need to be strengthened to increase the rigor necessary for more students to meet or exceed STAAR progress measures. While these strategies are proving to be effective for our ELL learners, we need to continue to increase the rigor for non-ELL learners in all content areas.</p>	<p>dyslexia early in the year, make appropriate decisions for individual learners classified as 504 and data driven decisions for special education learners; integrate social studies and science into the literacy area to reinforce those content areas and nonfiction text comprehension; additional training in academic vocabulary development as well as enriched vocabulary in our classroom environments; implement new district scope and sequence in the areas of social studies, math and science. The campus continues to focus on science content areas with an emphasis on hands on learning and vocabulary. The use of sheltered instruction strategies to support the increase of academic rigor will continue to be emphasized in Professional Learning Communities and expected in classrooms. We will continue to focus on the use of language and learning objectives which are posted in classrooms.</p>
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<p><b>School Culture and Climate</b></p>	<p>We provide a safe and loving environment. There are very few discipline referrals at VRE. Digital literacy is taught to every learner. Community building and collaboration is a consistent part of our learners' days. KVRE, our morning announcement station, has encouraged learners across grade levels to work together. Students, parents and teacher work well together as a team. Giving time each day has allowed for teams to collaborate as learning communities. A team of six educators attended the Leader In Me training as well as the entire staff completed a book study over the <u>7 Habits of Highly Effective People</u>. These steps are helping to build an awareness of leadership opportunities on campus.</p>	<p>Collaboration, character development and community building will be a focus to continue to build connections with our school culture. We will continue to enhance our KVRE information station for our learners to work together to provide information to the student body. We will encourage our parents to participate and volunteer with the PTO so that our PTO will reflect our population as well as maintain the overall diversity.</p>	<p>Digital literacy will be continually reinforced throughout the year. Learners will work together to provide news and information to the staff and students. We will continue to enhance character development throughout the curriculum, on KVRE, and in the classrooms as we build strong leaders. We will recognize and highlight exemplary character which helps strengthen the overall school climate. Continue to train staff members and learners on Leader in Me and 7 Habits culture.</p>

<b>Staff Quality/Professional Development</b>	100% of the staff at VRE is highly qualified and ESL certified.	Focus on retention of highly qualified staff;	In an effort to retain staff, the new staff members will receive support through the district and campus mentor program. We will have monthly meetings with new staff members to provide continued support and guidance. We will intentionally celebrate each other.
<b>Curriculum, Instruction, Assessment</b>	We have an RtI process in place; educators have autonomy in their planning; Digital literacy has been implemented; PTO recently purchased the Lucy Calkins Units of Study for each educator.	We will better support our educators in planning and instruction through the PLC model. We will understand the process of developing and utilizing common formative assessments in order to collect data to drive instructional decisions. We will use universal screeners in math and effective progress monitoring tools. We will use the district developed benchmark assessments in science.	PrimeTime (Professional Learning Communities) will be held daily for one hour with each grade level rotating through Assessment and Data (taking a close look at data, time to build common formative assessments and desegregate the information as a team) and RtI. Each team will have four UbD/PBL planning days. Administrators will do frequent walkthroughs to continually take the pulse of the instruction and community of the campus and give feedback. The instructional coach will provide ongoing support to the new VRE educators as well as returning staff. We will work to enhance our literacy libraries.
<b>Family and Community Involvement</b>	Strong parental involvement with very active PTO board.	Educate parents on UbD and PBL, and why they need to be a part of the school; Educate parents on technology integration	Provide resources and outreach to parents to educate them on literacy initiatives and technology usage in the schools; Increase the number of volunteers on PTO board, involve



		across content. Continue to establish community partnerships. Explore community outreach for PBL projects. Increase the number of PTO volunteers.	businesses in the community to support overall school; We will implement parent lead Destination Imagination. We will showcase and honor PTO volunteers with recognition.
<b>School Context and Organization</b>	We formed an Instructional Council with educators who attended the three day PLC training. This council will guide and direct the development of the professional learning community efforts on campus. Educators and administrators desegregate data to drive decision-making in instruction and professional learning within the PLC community.	Training is needed for administrators and educators on how to monitor ESL learners who could potentially have special needs; opportunities for individual and small group instructional strategies and differentiated instruction; Intervention Services staff, Instructional coach, ESL facilitator, and GTI specialist will continue to work as support staff to meet the needs of learners and provide opportunities to help with professional learning	Train administrators and educators on how to monitor ESL learners who could potentially have special needs; provide opportunities for individualized/small group learning sessions; incorporate modifications/accommodations for curriculum activities; provide professional development in effective teaching strategies or best practices, and use data to implement strategies for appropriate activities. Support staff shares- strategies for ESL, Special Education, teaching strategies, and enrichment.
<b>Technology</b>	VRE has a variety of technology resources – iPads, smart boards, Macbooks, PC's, projectors, as well as Spheros and Swivls	Students need a better understanding of the meaning and usage of Digital Citizenship. Continually increase the usage of technology through our DLC	In our Professional Learning Communities, our Digital Learning Coach will provide training and follow up support with opportunities for the educators to address the 4 C's with technology in the classroom.

	<p>in some specialized learning areas.</p> <p>Strong on our fundamental, on-line, and multi media skills. Teachers are exemplary in teaching foundational skills and teacher/student on-line and multi-media skills are classified as advanced. In the area of the 4 C's (critical thinking, communication, collaboration and creativity) on the Clarity Survey teachers were assessed as proficient. Our overall Clarity score increase from the previous screening to advanced. Our campus continues to grow in the use of Schoology for staff and learners.</p>	<p>modeling lessons, working with small groups of students to be the classroom experts and provide professional development for the staff.</p>	<p>On-going Digital Citizenship information will be shared with the learners. We will continue to integrate Schoology in grades 2-5 as well as with educators and parents.</p>
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List the identified needs of the campus derived from data review

**Family and Community Involvement**

- Greater need for reciprocal communication
- Continue to increase the PTO membership and the number of parent volunteers
- Expansion of Business Partnerships and partnership opportunities with educators
- Parent education on UbD and PBL
- Need for parent communication of learner progress throughout the nine weeks

**Technology**

- Digital literacy learner training and reinforcement
- Training and follow up support to address the 4 C's – critical thinking, communication, collaboration and creativity
- Training on coding curriculum for educators and learners

**Student Achievement**

- Training on how to analyze data and how to use data to drive instruction
- Training on instructional strategies that are needed due to data information
- Training on the Learning Framework chapters (Design, Assessment, Curriculum, Environment)
- Training on meeting the needs of special education, economic disadvantaged and ESL learners
- Training on how it make decisions for special education and ESL learners
- Training on how to add rigor and relevance into the general education and special education classrooms
- Greater expertise on responding to and instructing the needs of different sub-population groups of learners
- Development of more digital learning options to accommodate needs of learners
- Implementation and monitoring of sheltered instruction strategies
- Instructional design training

**Teacher Quality**

- Monthly meetings with new educators to provide guidance and support
- Ongoing guidance and support to increase staff retention

**Demographics**

- Increase cultural sensitivity and competencies in instructional design
- Parent involvement from diverse cultures
- Utilize Comp Ed funding to close achievement gaps for diverse learners

<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>	
Implement career day for 4 <sup>th</sup> and 5 <sup>th</sup> grade learners	Educators, Campus Administrators, Counselor, Director of Marketing and Business Partnerships	Community and Parent volunteers	Aug 2017 -May 2018	4 <sup>th</sup> and 5 <sup>th</sup> learners	Documented list of community and parent volunteers; Pictures; Tweets	S	considerable	A	
Continue Omni Mentor program	Educators, Campus Administrators, Counselor	Omni personnel	Aug 2017 -May 2018	All	List of learners and Omni personnel who are partners	N	No progress	X	
Utilize High School National Honor Society (Red	Educators, Campus Administrators, Red Jacket learners	Red Jacket learners	Aug 2017 -May 2018	All	List of volunteer opportunities; Pictures; Tweets	C	Considerable	A	

Jackets) for various campus events									
4 <sup>th</sup> graders tour the Las Colinas Credit Union (LCCU) and then use information to run campus bank	Educators, Credit Union Representative and Volunteers, Parent Volunteers	Time for Field Trip, LCCU Personnel, Money for buses	Aug 2017 -May 2018	All	Learner knowledge gained about banking and financial literacy; VRE student participation with the bank; Learner, Educator, Bank Personnel and Volunteer Feedback	C	accomplished	A	
√ =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>	
Expand service learning opportunities through the PBL process	Campus Administration; Educators; counselor	Supplies for service if needed	Aug 2017 -May 2018	All	Learner reflections; Service Learning completed; Increased empathy for others; Character traits exhibited; Pictures; Tweets	S	C	A	
Host Learner Job Fair and implement positions for learner held leadership positions on campus	Campus Administration; Educators; counselor	Applications , time for review	Aug 2017 -May 2018	3 <sup>rd</sup> – 5 <sup>th</sup> learners	Completed applications by learners, job responsibilities fulfilled; pictures	C	A	A	
Celebrate Earth Day by cleaning	Campus Administration;	Trash bags, designated	April 2018	All	Clean school grounds and community locations, pictures, Tweets	N	S	A	

school grounds and adjacent community locations	Educators; counselor	cleaning areas							
Each grade level K-12 will promote a service learning project	Campus Administrators, Educators	Technology, resources to complete individual projects	Sept 2017 -May 2018	All	Service learning projects completed by each grade level	S	C	C	
Support new, diverse PTO	Campus Administrators	PTO Board and members	Aug. 2017 - May, 2018	All	Collaboration among staff and members, PTO availability, PTO completed projects	C	A	A	
√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)							
<b>Performance Objective #3:</b>		Expand opportunities for internships and job shadowing							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<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>	
Provide opportunities for learners to anchor and perform technical duties on our campus announcement system, KVRE	Campus Administrators, Educators,	Tricaster system, district support, educators	Aug 2017- May 2018	All	Daily announcements	C	A	A	
Monthly Genius Day for learners to explore	Educators,	Technology, Librarian, Educators	Aug 2017- May 2018	All	Learner projects and presentations, pictures, tweets, Educator, learner and administrator feedback	C	A	A	



their interests									
Welcome Ready, Set, Teach students from the high school to act as role models for our learners	Campus Administrators, CTE Educator, VRE Educators	Students from the high school	Oct. 2017-May 2018	All	Ready, Set, Teach Students positively interacting with learners, walkthroughs	C	A	A	
<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>	
Offer opportunities for educators to observe other educators	Campus Administration; Instructional Coach; Educators	Time for learning walks, other elementary campuses	Aug 2017 -May 2018	All	Record of walkthroughs, feedback from educators, Administrative feedback, Learning walk protocol utilized	S	A	A	
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

<b>Strategic Objective/Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners							
<b>Performance Objective #1:</b>		Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
5 <sup>th</sup> graders tour the OMNI Hotel to learn about business operations of a hotel	Educators, Omni representative, counselor	Time for field trip, money for buses (\$500.00) from Campus Transportation budget), OMNI Hotel	Fall, 2017	5 <sup>th</sup> graders	Learner and Educator Knowledge; Learner feedback and achievement the business operations	C	C	X	
Partnership with Valley Ranch Garden Club to increase	Campus Administrators , educators, Director of Science,	Garden club members; money from	Fall, 2017- Spring, 2018	All	Learner knowledge of gardening, harvesting of vegetables	S	C	A	

knowledge of gardening and sustaining opportunities to grow our own food products	campus sustainability and science content leaders	science fund for equipment and seeds; gardening tools							
Local Geologist /College Professor visits with 5 <sup>th</sup> grade about Fossil Fuels and Renewable and Non-Renewable resources	5 <sup>th</sup> grade educators, Geologist /College Professor	Mr. David Goodner (Geologist /College Professor), supplies for topic discussed	Winter, 2018	5 <sup>th</sup> graders	Increase in learners understanding of the topic	C	A	A	
Local Homebuilder/engineer visit with 4 <sup>th</sup> grade about electricity, magnetism, batteries,etc	4 <sup>th</sup> grade educators, Local Homebuilder/engineer	Mr. Tyll Brose (Local Homebuilder/engineer), supplies for topic discussed	Fall, 2017	4 <sup>th</sup> graders	Increase in learners understanding of the topic	C	A	A	
√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<b>Strategic Objective/Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners							
<b>Performance Objective #3:</b>		Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<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>	
N/A									
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

<b>Strategic Objective/Goal 3:</b>		We will foster proactive and reciprocal communication for learner success							
<b>Performance Objective #1:</b>		Create a system to communicate foundational and future-ready skills for each learner							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<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>	
Implement and Utilize UbD/PBL process which highlights future ready and learner outcomes	Campus Administrators , Instructional Coach, ESL Facilitator, Educators	Planning time for UbD/PBL , money from PBL budget	Aug. 2017-May, 2018	All	Learner presentations and understanding of concept and standards addressed, Learner achievement	C	A	A	
Offer campus staff/learner-led parent workshops to better understand data and the instructional programs offered at VRE	Instructional coach, Campus Administrators , educators, learners	Time to conduct parent meetings, data	Sept. 2017-May, 2018	Parents	Parent Satisfaction Survey, Parents understanding based on questions to educators, learners and administrators	C	A	A	

Continue parent learning walks	Campus Administrators	Time to conduct learning walks	Oct. 2017-March , 2017	Parents	Parent Satisfaction Survey, Parents understanding based on questions to educators and administrators	C	A	A	
Implement leadership skills in the classroom which include collaboration, initiative, communication, digital literacy, personal responsibility	Campus Administrators , and Educators	Books “Leader in Me” \$588.91 Mentor Texts with stories using the skills	Sept. 2017-May, 2018	All	Use of leadership skills during collaborative work, projects, and presentations, walkthroughs	C	A	A	
Provide opportunities for flexible grouping and scheduling in order to leverage current staff in a manner that promotes growth for all learners	Campus Administrators , Educators	Tutors; Comp Ed funds to pay for tutors (\$4,000. ) and materials and supplies (\$465.)	Sept. 2017-May, 2018	All	STAAR and District Data, Educator Input, Learner achievement	C	A	A	
Book Study and follow up for entire staff on “The Leader in	Administrators; Campus leaders and educators	<u>The Leader in Me</u> books	Summer, 2017-	All	Improved campus climate and culture with learners and educators through student and educator surveys	C	A	A	

Me" by Stephen Covey		\$588.91 – campus budget	May, 2018						
√ =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>	
Continue to train educators in planning culturally responsive instruction and implement with learners	Campus Administration; Educators; Instructional Coach, ESL Facilitator	Training materials	Sept. 2017 - May, 2018	All	STAAR Data; TELPAS Data; District Benchmarking Data; Learner Input; Parent Input; Educator Input; Sign-in Sheets	A	A	A	
Continue to provide opportunities for the showcase of cultures represented at VRE the Multi-cultural Community Night	Campus Administration; Educators; PTO parents	Materials for events	Oct. 2017	All	Lesson Plans, pictures, increased number of participants	A	A	A	

Provide Diversity Awareness Training Day	ESL Facilitator, Administrators, PTO Parents	Materials (\$3,826 – Title3/Imm i-grant funds) and subs (1,462.50 Title3/Imm i-grant funds) for Day	Sept. 2017	All	Instruction including increased usage of ESL strategies, increased parent communication and understanding of varied cultures	A	A	A	
Provide opportunities to work collaboratively with teams to enhance diversified learning (PrimeTime)	Administrators, Educators, Instructional Coach, ESLfacilitator, GTi Facilitator	Data from CFAs, AWARE, STAAR data, Lead4Ward	Aug. 2017 -May 2018	All	Improved assessment scores, walkthroughs to see intervention and enrichment	A	A	A	
Provide training for educators regarding their role in implementing IEP/IAP in making appropriate modifications and/or accommodations for learners in	Special Education Teachers, Administrators, Instructional Coach	IEPs, 504s, Data from learners.	Aug. 2017	All	Learner Achievement, Lesson Plans with differentiation, ARD decision-making, accomodations as needed per learner	A	A	A	

the general education classroom (Campus Bridging Meeting)									
Provide training in various formats for educators regarding their role in implementing differentiation strategies and making appropriate accommodations for advanced learners in the general education classroom	Gtl Specialist, Instructional Coach, ESL Facilitator, Administrators	Materials needed for training and implementation	Aug. 2017 - April 2018	All	Walkthroughs, observations, lesson plans, learner achievement, Eduphoria and Schoology Records	A	A	A	
Implement hiring strategies in an effort to recruit a more diverse staff	Administrators/ Educators Hiring Committee	School website, Interview questions	Feb. 2018 -May 2018	Educators	Staff retention, Hiring strategies, Feedback from administrators and new hires	A	A	A	
Hold Monthly New Star Meetings for educators new to	Administrators	Instructional Coach; Time for Meetings	July. 2017 - Feb. 2018	New Educators	Increased staff retention and staff engagement, New educator reflection at the end of the year	A	A	A	

our building to help acclimate them to teaching at Valley Ranch		once a month – Aug. 23, Sept.20 , Oct. 18, Nov. 15, Jan. 17, Feb. 21, Mar. 21, Apr. 25,							
Provide training on the New Campus Management Framework (CMF)	Counselor, Administrators	CMF, Time during staff meetings	Oct. 2017 - April 2018	All Educators	Learner Achievement, Improved culture and climate in the school, Student Survey	S	S	S	
Continue to train and monitor educators on the new curriculum documents	Campus Administrators, Content Directors, Instructional Coach	Curriculum documents , time for training	Aug 2017 - April 2018	All	Walkthroughs, observations, lesson plans, PrimeTime data	A	A	A	
Provide Response to Intervention refresher training and training for new staff focusing on Common Intervention as	APs, Educators, ESL Facilitator, Counselor	Eduphoria, Schoology, RTI documents , Use of ELlevation LPAC Manage-	Sept. 2017 - April 2018	All Educators , at risk learner pop	Learner Achievement, Eduphoria records, meeting agendas, feedback from educators	A	A	A	

well as a focus on ESL Learners		ment System		ula- tion					
Continue to define and refine the roles of IC, ESL and GTi facilitators	Adminstrators, District directors, coaches and facilitators	Meeting notes, time to share roles and responsibili ties with educators	Sept. 2017 - April 2018	All	Learner Achievement, Educator knowledge and feedback, sign in sheets, Schoology	S	C	C	
“Learning by Doing” Professional Learning Communities Book Study to enhance staff knowledge of being a PLC	Administrator, Educators	District PLC Committee , \$384.00 – funds for books for the staff	Sept. 2017 - April 2018	All edu- cato rs	Fidelity in the use of PLC collaboration time	C	S	A	
Train and Implement ADI for science classrooms to reach our diverse learners in 3rd- 5 <sup>th</sup> grades	Director of Science, Campus Science content chairman, Administrators, Instructional Coach	ADI Support, ADI Materials	Sept. 2017 -May 2018	All	Walkthroughs, observations, STAAR Data, lesson plans, Assessments	S	S	A	
Maximize time in classrooms by training on accommodations and ARD decisions on Least	Executive Director of Intervention Services; Director of Special Education;	Resources and time to train educators	Sept. 2017 -May 2018	SPED	Training materials, ARD paperwork, learner success	S	S	A	

Restrictive Environment (LRE)	Campus Administrators; Special Education Coordinators; Diagnosticians								
Provide guidance to elementary Instructional Coach on how to coach to build educator capacity	Campus Administrators	Weekly meeting time for collaboration and training	Sept. 2017 -May 2018	All	Educator feedback, STAAR data	S	C	C	
Train educators and admin. on meeting the needs of ESL learners	Director of ESL, CORE Directors, Instructional Coaches, ESL facilitator, Campus Administrators	Resources for training	Sept. 2017 -May 2018	ESL Learners and Educators	Data from STAAR, Walkthroughs, Observations, Feedback from Educators	C	C	A	
Provide training on working with learners with cultural and language differences particularly in the area of vocabulary	ESL facilitator, Campus Administrators	Working with learners with cultural and language differences	Oct. 2017 -Dec 2017	All	Learner performance on TELPAS, STAAR Data, Walkthroughs, Meeting agenda and sign in sheet	C	A	A	
√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<b>Strategic Objective/Goal 4:</b>		We will respect and leverage the diversity that exists in our community to provide a world class learning environment							
<b>Performance Objective #2:</b>		Expand program offerings that reflect our diverse community of learners							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<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>	
Implement coding throughout the curriculum	DLC, Educators, Administrators, District Staff	Materials for coding exploration, funds for needed training	Sept. 2017- April 2018	All	Lesson plans, projects completed by learners, Learner Achievement, Administrator and Educator Feedback	S	S	A	
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #1:</b>		Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<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 Compon-ents (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Continue to train educators on AWARE to view and utilize data	Administrators, Instructional Coach,	Eduphoria , Time for training, AWARE Director of Research, Accountability, and Assessment, Director of Data Systems and	Aug. 2017 -Oct. 2017	All	Educator knowledge of data reports, Learner Achievement, Rtl Tier numbers	C	S	A	



		Program Analysis							
Provide training for staff to establish consistency with screeners and progress monitoring measures to use data effectively for student growth	Administrators, Instructional Coach, Content Directors	Training materials and modules; Director of Research, Accountability, and Assessment	Aug. 2017 - Oct. 2018	At Risk population	Educator knowledge of data reports and progress monitoring tools	A	A	A	
Provide opportunities for peer to peer observations and observations (Learning Walks) so educators can learn how their colleagues use data to	Campus Administrators; Instructional Coach	Time for educators to observe one another; campus schedules allowing for observations, protocol for learning walks	Sept 2017 - April 2018	All	Educator reflections and evaluations, Administrator and educator feedback, evidence based lesson design	C	S	A	

inform lesson design.									
Train educators on the utilization of data in their pedagogy to increase their instructional effectiveness	Administrators, Content Directors, Instructional Coach	Director of Data Systems and Program Analysis, Director of Research, Accountability, and Assessment	Sept 2017 - April 2018	Educators	Educator understanding of the data through its use to create intervention and next steps for learners, SLO goals, increased student achievement	A	A	A	
Train educators on the development of common formative assessments and how to use the data to enhance learning	Administrators, Instructional Coach, Content Directors	PLC Agendas, norms, High Priority Learning Standards (HPLS), item banks in Eduphoria	Aug. 2017 - Oct. 2017	Educators	Common Formative assessments, lesson designs based on data from common formative assessments, walkthroughs, observations	A	A	A	
Train new educators on the RtI Protocols and RtI	Administrators	RtI protocols, progress monitoring paper-	Aug. 2017 - Sept. 2017	Educators	Implementation of interventions, progress monitoring data, educator proficiency in RtI meetings	A	A	A	

paperwork as well as provide a refresher course for returning educators		work, Aware, time for training							
Continue the use of cognitive processing training	Administrators, Diagnostician, SPED Educators	Cognitive Processing Protocols	Oct. 2017 - April 2018	Educators	Walkthrough, observations, Lesson Plans,	S	C	A	
Ensure the process of Rtl meetings for ELL's-- includes a review of TELPAS data, Proficiency Level Descriptors, and accommodations to ensure learners are making adequate progress with language, accom-	Director of Assessment and Accountability; Director of Enrichment; Campus Admin.; Exe. Director of Curriculum and Instruction; Executive Director of Intervention Services	Process for meetings, TELPAS data, Proficiency Level Descriptors, Designated Supports, Content and Language Supports	Aug. 2017 to Sept. 2017	At-Risk	Eduphoria Documents, STAAR Data, TELPAS Data, Walkthroughs	S	C	A	

modations are being utilized, and appropriate language and content interventions are provided									
Provide accommodation folders to classroom educators for ELL learners and support their instruction to ensure all ELLs increase in their language proficiency.	ESL Facilitator; Campus Administrators	Learner Accommodation Folders	Oct. 2017 - May, 2018	ELLs	Walkthroughs; Observations; Completion of Accommodation Folders; TELPAS Scores	Discontinued			
Utilize PrimeTime, team meetings and Rtl meetings to train on the creation of common	Campus Administrators, Director Research, Accountability, and Assessment, Director of Data	Data from Assessments	Aug. 2017 to Sept. 2017	All	STAAR Data, lesson design, Educator Created Common Formative Assessments, Walkthrough and Observation Data	A	A	A	

formative assessments and the effective use of CFA data to inform design	Systems and Program Analysis, Director of Research and Evaluation, Instructional Coach								
<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>									

<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>	
Implement Community-based Accountability System specifically in the area of fine arts and parent and community involvement at the elementary level	Campus administrators, educators, PTO	State Accountability Rubric, Assistant Superintendent of Business and Support Services	Aug. 2017-May 2018	All	State Accountability Indicators	<b>S</b>	<b>X</b>	<b>X</b>	

Utilize SeeSaw Portfolios to communicate learners' progress with parents	Educators	SeeSaw App	Aug. 2017-May 2018	All	SeeSaw digital portfolios	S	C	C	
√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
<b>Performance Objective #3:</b>		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time - lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Continue goalsetting with K-5 learners	Administrators, Educators	System for goalsetting	Sept. 2017 -May 2018	All	Completed goal sheets, learner achieved goals	S	S	A	
Provide refresher training to ensure a structured balanced literacy model	Administrators, Instructional Coach, Educators	Online Resources, District Curriculum	Sept. 2017 -May 2018	All	Learner Achievement, Rtl Data, Lesson Plans, Walkthroughs and Evaluations, Student Learning Outcomes	S	S	C	
Provide training on Units of Study	Administrators, Instructional Coach	Lucy Calkins Units of Study from funding	Oct. 2017 -May 2018	All	Learner Achievement, Rtl Data, Lesson Plans, Walkthroughs and Evaluations, Student Learning Outcomes	S	S	C	



through Reading and Writing Workshop		provided by VRE PTO – (\$12,000.)							
Continue Student Led Conferences with parents	Educators	Time for Conferences	Oct. 2017	All	Parent/Learner Engagement	S	C	A	
Learners will lead and participate in ARD's as developmentally appropriate	Director of Intervention Services, Campus Administrators, Special Education Teachers, Diagnosticians	Protocol for learner led ARDS	Sept. 2017 -May 2018	SPE D	ARD Minutes	A	A	A	
√ =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 #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>	
Provide professional learning opportunities that focus on the different chapters of the Learning Framework	Administrators, Instructional Coach, Educators	Learning Framework, Time for Training	Aug. 2017-May 2018	All	Walkthroughs, Lesson Plans, Learner Achievement	C	C	S	
Professional learning opportunities to enhance lesson design through data and assessment,	Campus Administrators, Instructional Coach, ESL Facilitator,	Time for collaboration, VRE data, Specials teacher to provide enrichment for learners	Aug. 2017-May 2018	All	Walkthroughs, Lesson Plans, Learner Achievement, Agenda and minutes from PrimeTime	C	C	A	

common formative assessments, and RtI support for learner achievement	Gtl facilitator	while educators are meeting, Eduphoria, Curriculum Resources, PLC Resources, TEKS							
Continue to provide time and support for Professional Learning Communities through the instructional coach model	Administrators, Instructional Coach	Instructional Coach	Aug. 2017-May 2018	All	Walkthroughs, Lesson Plans, Learner Achievement, Meeting minutes and agenda	A	A	A	
Ensure district curriculum documents are being used with fidelity	Administrators	Curriculum Documents	Aug. 2017-May 2018	Educators	Walkthroughs, Evaluations, Student Achievement, lesson design	C	C	A	

Enhance knowledge of “Leader in Me” climate by having educators visit Leader in Me schools and sending additional educators to the Leader in Me conference in Dallas	Administrators, Educators	Money for conference \$2000.00 from campus budget	Nov. 2017- April 2018	Educators	School culture and climate survey; feedback from staff; reflection notes from visits	A	A	A	
Encourage educators to participate in training each grading period on the curriculum for that period for “just in time” training	Curriculum Directors, Administrators, Educators	Curriculum Documents for educators	Oct. 2017; Jan.2018; Mar. 2018	All	Eduphoria registration records, educator feedback, walkthroughs, observations, lesson plans	C	C	A	
Keep VRE Staff up to date on instructional strategies using technology	Digital Learning Coach	Software, apps, websites, and programs	ongoing	All	Staff feedback – needs being met, walkthroughs, lesson plans	S	S	A	
The passing percentage of our learners	Administrators,	Cognitive Processing Documents,	Sept. 2017-	SPED	Walkthroughs, STAAR data, Accountability Data	S	S	A	

<p>served by SpED will increase by 5% on the STAAR math assessments in grades 3-5 in the 2017-2018 school year through training and professional development in the use of multiple representation for all learners.</p>	<p>SPED Educators</p>	<p>Data, Curriculum Documents, Manipulatives</p>	<p>May 2018</p>						
<p>Learners served by SPED will increase their passing percentage on STAAR Writing by a minimum of 5% from the 2016-17 to the 2017-18 year by using evidence based data to target oral and written conventions in writing.</p>	<p>Administrators, SPED Educators</p>	<p>Cognitive Processing Documents, Data, Curriculum Documents</p>	<p>Sept. 2017- May 2018</p>	<p>SPED</p>	<p>Walkthroughs, STAAR data, Accountability Data</p>	<p>S</p>	<p>S</p>	<p>N</p>	

Through a focus on strategies to address cognitive processing, reading comprehension, concept mapping and academic vocabulary, the performance of all learners who will take the 2018 STAAR Science in 5 <sup>th</sup> grade will increase by 5%.	Administrators, SPED Educators, District Content Director	Cognitive Processing Documents, Data, Curriculum Documents	Sept. 2017-May 2018	5 <sup>th</sup> grade	Walkthroughs, STAAR data, Accountability Data	S	S	A	
The passing percentage of STAAR grades 3-5 will increase reading scores by at least 5% from 2017 to 2018 through the use of differentiated instruction.	Campus Administrators, Director of Language and Literacy; Instructional Coach	Data, Curriculum Documents	On-going	All	STAAR Data, walkthrough data, educator created assessments, accountability data	S	S	A	

<p>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 K-5 and targeted professional learning provided through the lens of oral and written conventions, grammar, and cohesive writing.</p>	<p>Director of ESL, Campus Administrators</p>	<p>Linguistic Accommodations</p>	<p>Ongoing</p>	<p>ELLs</p>	<p>STAAR data, accountability data, walkthrough data from campus administrators</p>	<p>S</p>	<p>S</p>	<p>A</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 #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>	
Enhance science instruction through the increase of hands on activities, vocabulary, and vertical team time to use data to close the gaps.	Administrators, District Science Director, Director of Research and Assessment, Campus Science Lead	Money for hands on activities from PTO-\$300.00 per team	Aug. 2017-May 2018	All	Learner achievement, lesson plans, walkthroughs, evaluations	C	C	A	
Administrator attendance at the	Campus Principal	Money for conference, travel,	Nov. 2017	Administrator, Science Learners	Knowledge used to influence the success of science curriculum across grade level	S	A	A	



Annual CAST Conference to have a better understandi ng of the expectation s of science in the classroom		expenses- \$1,200.00							
<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 #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>	
Schoology training for parents, educators, and learners	Administrators, educators, Digital Learning Coach, Director of Educational Technology	Schoology, Digital Learning Coach	Nov. 2017-Feb. 2018	Parents, Educators, Learners	Use of Schoology used in day to day lessons, lesson plans, walkthroughs, parents use of Schoology platform	C	C	C	
Coding training and implementation for educators	Administrators, educators, Digital Learning Coach, Director of	Coding resources	Nov. 2017-Feb. 2018	All	Coding curriculum utilized in classrooms with evidence in lesson plans, walkthroughs, and evaluations	C	C	C	

	Educational Technology								
√ =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 #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>	
Provide ongoing training on digital citizenship – K-5 – to support critical thinking, collaboration, and creativity	Campus administration, Educators, Digital Learning Coach	Digital Citizenship Training Modules, DLC, Educators	Aug. 2017 - May 2018	All	Lesson Plans, Less than 1% or no infractions to the Digital Citizenship expectations	A	A	A	
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

## CISD DISTRICT IMPROVEMENT PLAN 2017-2018

### Appendix A: State and Federal Mandates

#### Bullying Prevention

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

## Child Abuse and Sexual Abuse Prevention

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

## Coordinated Heath – SHAC Council

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

## Dating Violence Awareness

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

## Discipline Management – Safe Environments

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



## Drug Prevention

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

## Gifted and Talented Program

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

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

## Highly Qualified Teachers and Paraprofessionals

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

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

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

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

## Suicide Prevention

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

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

**English Language Arts & Reading**

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

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

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

## Science

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



## Social Studies

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

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

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

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

## CISD DISTRICT IMPROVEMENT PLAN 2017-2018

### ACRONYM INDEX

AEIS	Academic Excellence Indicator System	IT	Informational Technology
AP	Advanced Placement	iTeam	Integration Specialist Team
BEST	Business Education Success Team	LSSP	Licensed Specialist in School Psychology
BTIM	Beginning Teacher Induction and Mentors	OSS	Out of school suspension
BYOD	Bring Your Own Device	PBMAS	Performance Based Monitoring Assessment System
C.A.R.E.	Chemical Awareness Resources & Education		
CISD	Coppell Independent School District	PBS	Positive Behavior Supports
Comp Ed	Compensatory Education	PEIMS	Public Education Information
CTE	Career and Technical Education	PST	Promoting Success Team
EC	Early Childhood	Rtl	Response to Intervention
EOC	End of Course	SCE	State Comprehensive Education
D.A.T.E.	District Award of Teacher Excellence	SHAC	School Health Advisory Council
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	SPED	Special Education
DOI	District of Innovation	SRO	Security Resource Officer
GT	Gifted and Talented	TAKS	Texas Assessment of Knowledge & Skills
HR	Human Resources	TEA	Texas Education Agency
IB	International Baccalaureate	TEC	Texas Education Code
ICLE	International Center for Leadership in Education	TEKS	Texas Essential Knowledge & Skills
IDEA	Individuals with Disabilities Act	x2VOL	Data Warehouse for Service Learning
IAP	Individual Acceleration Plan		
IEP	Individual Education Plan		
ISS	In School Suspension		

