

District CaSE Accountability Rubric

Coppell ISD

Fine Arts - all campuses except New Tech High @ Coppell

Performances, Exhibits, and Contests

Art: Campus, District, Regional, and State/International

- Holiday Cards, State Youth Art Month, Central Office Displays, Campus Exhibit, etc.
- Visual Arts Scholastic Event (VASE), Advanced Placement Young Masters Exhibition of Art at the Dallas Museum of Art, TASA/TASB Art Contest, Youth Art Month Shows, Youth Art Month Exhibit and Reception, Central Office Displays, Campus Exhibits, etc.

Unacceptable	Acceptable	Recognized	Exemplary
Participates in fewer than 2 district-sponsored art exhibits, events, or contests.	Participates in 3 district-sponsored art exhibits, events, or contests.	Participates in 3 district-sponsored art exhibits or events <i>and</i> hosts at least one campus exhibit, event, or contest.	Participates in 3 district-sponsored art exhibits or events <i>and</i> hosts 2 or more campus exhibits, events, or contests.

Music: Campus, District, Regional, and State/International

- CISD Elementary Honor Choir, etc.
- Band - UIL Music Competitions, Texas Music Educators Association (TMEA) Music Competitions and Honor Performances, Invitational and Regional Independent Marching Contests, Invitational and Regional Independent Concert Contests and Performances, Campus Performances, Color Guard Competitions and Events, Indoor Drumline Events, Community Performances, All Region/State Band, etc.

Unacceptable	Acceptable	Recognized	Exemplary
Presents only 1 campus band/music performance.	Presents 2-3 campus band/music performances.	Presents 4 or more campus band/music performances <i>and</i> has at least one off campus performance.	Presents 5 or more campus band/music performances <i>and</i> has 2 or more off campus performances.

Choir: Campus, District, Regional, and State/International

- Choir - UIL Music Competitions, Texas Music Educators Association (TMEA) Music Competitions and Honor Performances, Invitational and Regional Independent Concert Contests and Performances, Campus Performances, Community Performances, All Region/State Choir, etc.

Unacceptable	Acceptable	Recognized	Exemplary
Presents only 1 campus choir performance.	Presents 2-3 campus choir performances.	Presents 4 or more campus choir performances <i>and</i> has at least one off campus performance.	Presents 5 or more campus choir performances <i>and</i> has 2 or more off campus performances.

Theater: Campus, District, Regional, State/International

- Theater - UIL One Act Play, Student Directed One Act Plays, Campus Productions, Campus Musicals, Individual Competitions, Thespian Events

Unacceptable	Acceptable	Recognized	Exemplary
Presents only 1 campus theater performance.	Presents 2-3 campus theater performances.	Presents 4 or more campus theater performances <i>and</i> has at least one off campus performance.	Presents 5 or more campus theater performances <i>and</i> has 2 or more off campus performances.

- **Dance** - High School Dance

Unacceptable	Acceptable	Recognized	Exemplary
Does not present any dance performances.	Presents 1 campus dance performance.	Presents 2 campus dance performances.	Presents 3 or more campus dance performances <i>and</i> has at least 1 off campus performance.

- **Speech and Debate** - TFA and NFL Speech Tournaments

Unacceptable	Acceptable	Recognized	Exemplary
Does not participate in any speech/debate events or competitions.	Participates in at least one speech <i>and</i> at least one debate event or competition.	Participates in at least one district speech <i>and</i> at least one district debate event or competition.	Participates in at least one regional (or higher) speech <i>and</i> at least one regional (or higher) debate event or competition.

Curriculum, Instruction, Participation, and Enrollment

High School Participation and Course Enrollment

Unacceptable	Acceptable	Recognized	Exemplary
Less than 40% of learners are enrolled in a Fine Arts Course.	40% - 49% of learners are enrolled in a Fine Arts Course.	50% - 59% of learners are enrolled in a Fine Arts Course.	60% or more of learners are enrolled in a Fine Arts Course.

Extracurricular and Non-Competitive Participation

High School Participation

Unacceptable	Acceptable	Recognized	Exemplary
No campus opportunities to attend or participate in fine arts clubs, guest speakers, field trips, or performances or exhibits.	Campus provides 2-3 opportunities to attend or participate in fine arts clubs, guest speakers, field trips, or performances or exhibits.	Campus provides 4 or more opportunities to attend or participate in fine arts clubs, guest speakers, field trips, or performances or exhibits.	Campus provides 4 or more opportunities to attend or participate in fine arts clubs, guest speakers, field trips, or performances or exhibits and has at least one club that meets regularly throughout the school year.

Parent and Community Involvement and Collaboration

All Fine Arts

- Parent/Public attendance at Campus Exhibits and/or Performances
- Volunteer Support for Fine Arts Programs
- Non-District Funding Support for Fine Arts Programs (O'Donnell Foundation Grants, PTSO, Ed Foundation, etc.)

Unacceptable	Acceptable	Recognized	Exemplary
Little to no attendance and support or parent and community involvement.	Some attendance and support or parent and community involvement.	Moderate attendance and support or parent and community involvement.	High attendance and support or parent and community involvement.

Community and Parent Involvement - All Campuses

Community Engagement

Partnerships and Funding

For purposes of this survey, parent involvement is considered a sub-set of community engagement. In both the Johns Hopkins critical attributes of parental involvement and the National Standards for Parental Involvement, the top level of involvement branches out of parent groups to the community at large include businesses, non-profits, institutions of higher education (IHEs), religious organizations and government agencies. These groups may serve several roles through partnerships and funding, communication, learner and school support of the community, and reciprocally, community support of schools.

Unacceptable	Acceptable	Recognized	Exemplary
<p>The community partnerships and funding program is skeletal and cannot be considered minimally sufficient. There are few to no identifiable partnerships and little to no funding support by identifiable groups. A new plan needs to be developed that concentrates on enhancing community collaboration that is relevant, successful and effective.</p>	<p>The consistency of implementation of partnerships and success of community engagement is minimal due to several gaps in participation by community entities. There is some evidence of diverse representation, support (either service or funding), and advocacy that are documented; however, a revision of the plan for recruiting partnerships and support for funding programs needs to be conducted.</p>	<p>There is evidence the district/campus generally goes beyond expectations in maintaining partnerships with community entities; however, participation may be somewhat inconsistent across groups, programs or campuses - OR - some partnerships and initiatives may be more successful than others. Community collaboration is relevant and mostly effective; however, the plan may need minor revision in order to achieve desired outcomes in a consistent manner.</p>	<p>The district/campus consistently maintains partnerships with engaged local and global community entities which provide support, funding, and input from diverse perspectives. The result is an exemplary program</p>

Community Engagement

Communication

To the extent which the campus/district provides needed information to the community in order to acquire support and needed input. Partnerships with community entities can provide services such as in-school human services or increased funding through fundraising initiatives.

Unacceptable	Acceptable	Recognized	Exemplary
<p>The communication process is skeletal and cannot be considered minimally sufficient. A new plan may be need to be developed that concentrates on enhancing processes that are relevant, successful, and effective. There is little to no evidence of outreach efforts to substantial elements of the community.</p>	<p>The communication program with community members is minimally successful. The implementation exhibits several gaps in how information is provided and the types of information made available. While some processes are successful, the plan needs to be revised so it incorporates more delivery modalities and outreach efforts with new strategies that show promise in meeting district/campus desired outcomes.</p>	<p>There is evidence the district/campus goes beyond expectations in its efforts to inform the community of critical educational issues. The data show a few opportunities may have been missed in order to reach some populations, such as providing information in home languages or in using diverse modalities; however, these are few and easily correctable. Feedback reveals communication processes are substantially in place.</p>	<p>The district/campus consistently provides information through a variety of modes to various populations in order to increase awareness and reciprocity. The result is high levels of reciprocal communication in both formal and informal settings and venues. This is an exemplary process which builds on both best practices and creative means in order to reach out to the community.</p>

Community Engagement

Community Support of Schools

Involvement of stakeholders other than parents in service to schools.

Unacceptable	Acceptable	Recognized	Exemplary
<p>The community support of schools in skeletal and cannot be considered minimally sufficient. A new plan may be need to be developed that concentrates on enhancing stakeholder in-school service that is relevant, successful, and effective. There is little to no evidence a formal community service plan currently exists.</p>	<p>Data indicate only minimal support through in-school service by the community. There are likely some successful programs, but they are more likely “islands of excellence” rather than institutional effectiveness. Major revision of the plan to recruit community-student engagement is likely required to make sure there are initiatives at all grades and in more programs.</p>	<p>There is evidence the district/campus goes beyond expectations in recruiting and maintaining community support through in-school service. There may be inconsistencies of implementation and perceived effectiveness across grades or programs, or campuses; however, plans appear to be sound and if monitored and cared for, should result in achieving district/campus desired results in learner engagement.</p>	<p>There is consistent community service in schools, which may include such strategies as guest speakers, mentoring, sponsors, and businesses that provide internships or apprenticeships. The effect is a high quality program that motivated learners toward a variety of authentic endeavors, including career readiness and meeting community needs. Learners are highly engaged in these efforts.</p>

Community Engagement

Learner and School Support of the Community

The extent to which the campuses and learners provide service to the community.

Unacceptable	Acceptable	Recognized	Exemplary
<p>The reciprocal relationship between learner service and community service cannot be considered minimally sufficient. A new plan may need to be developed that concentrates on enhancing learner and school support of the community that is relevant, successful, and effective. Feedback collected revealed little or no learner and school support of the community even though there may be substantial community service to the schools.</p>	<p>There is only minimal evidence of a reciprocal relationship of service between the community and its initiatives and the learners and the school's initiatives. There may be minor or one-shot activities, such as canned food drives or disaster relief fund raising activities or use of school facilities by community groups; however, these are not substantial in their overall impact on learner engagement in the community. Revision to the plan or monitoring of the plan needs to take place.</p>	<p>There is evidence the district/campus goes beyond expectations in achieving a reciprocal relationship with the community through learner service. The data may indicate a few opportunities for collaboration are missed or there is a minor level of inconsistency in implementation of learner initiatives across programs or campuses.</p>	<p>A true reciprocal arrangement exists between community and non-profit entities and learners and campuses. This relationship includes such arrangements as reciprocal use of facilities, community support of school events and viceversa, district sponsored community education initiatives, and learner community support such as service learning projects. There is a seamless, institutionalized relationship that is never overlooked or taken for granted.</p>

Community Engagement

PTO/PTSO Membership and Organization

Unacceptable	Acceptable	Recognized	Exemplary
<p>Parents are encouraged to join PTO/PTSO and are invited to PTO/PTSO meetings or to volunteer at the campus.</p>	<p>Parents are encouraged to join PTO/PTSO and are invited to PTO/PTSO meetings or to volunteer at the campus. The PTO/PTSO elects officers who meet on a routine basis to coordinate programs, activities, and events to benefits the school community.</p>	<p>Parents are encouraged to join PTO/PTSO and are invited to PTO/PTSO meetings or to volunteer at the campus. The PTO/PTSO elects officers who meet on a routine basis to coordinate programs, activities, and events to benefits the school community. The PTO/PTSO solicits participation on several committees so many individuals are given the opportunity to participate in school and community activities.</p>	<p>Parents are encouraged to join PTO/PTSO and are invited to PTO/PTSO meetings or to volunteer at the campus. The PTO/PTSO elects officers who meet on a routine basis to coordinate programs, activities, and events to benefits the school community. The PTO/PTSO solicits participation on several committees so many individuals are given the opportunity to participate in school and community activities. The PTO/PTSO board accesses its programs in order to refine goals and improve effectiveness for the benefits of learners, families and the school community. The</p>

			board reflects the diversity of the district/campus.
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Community Engagement

Creating a Family-Friendly Atmosphere and Developing Personal Relationships

Unacceptable	Acceptable	Recognized	Exemplary
The school campus is clean and welcoming to parents. Families are greeted promptly by friendly front-office staff who give them correct information and help them connect with appropriate faculty members.	The school campus is clean and welcoming to parents. Families are greeted promptly by friendly front-office staff who give them correct information and help them connect with appropriate faculty members. Parents and other community members volunteer to provide information and support to families and learners. The community is aware of what is going on at the school.	The school campus is clean and welcoming to parents. Families are greeted promptly by friendly front-office staff who give them correct information and help them connect with appropriate faculty members. Parents and other community members volunteer to provide information and support to families and learners. The community is aware of what is going on at the school. The school is a welcoming place where families have opportunities to connect with school staff, district resources and one	The school campus is clean and welcoming to parents. Families are greeted promptly by friendly front-office staff who give them correct information and help them connect with appropriate faculty members. Parents and other community members volunteer to provide information and support to families and learners. The community is aware of what is going on at the school. The school is a welcoming place where families have opportunities to connect with school staff, district resources and one

		another. Volunteers serve as mentors to help more families become engaged in the school.	another. Volunteers serve as mentors to help more families become engaged in the school. The school's welcoming environment is reflected in a high level of participation and attendance at school events.
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Community Engagement

Welcoming All Families

Ensuring Parent-Educator-Learner Communication about Learner Progress

Unacceptable	Acceptable	Recognized	Exemplary
Parents can contact educators through email, notes, or phone messages and receive a timely response. Educators make contact with all families at the start of the year to establish positive relationships.	Parents can contact educators through email, notes, or phone messages and receive a timely response. Educators make contact with all families at the start of the year to establish positive relationships. Educators and campus staff communicate learner progress with parents via parent conferences	Parents can contact educators through email, notes, or phone messages and receive a timely response. Educators make contact with all families at the start of the year to establish positive relationships. Educators and campus staff communicate learner progress with parents via parent conferences	Parents can contact educators through email, notes, or phone messages and receive a timely response. Educators make contact with all families at the start of the year to establish positive relationships. Educators and campus staff communicate learner progress with parents via parent conferences

	<p>and comments shared on grade reports.</p>	<p>and comments shared on grade reports. Educators and guidance counselors regularly contact parents with positive news as well as concerns about their children. Parents have an easy way to communicate with educators on a regular basis.</p>	<p>and comments shared on grade reports. Educators and guidance counselors regularly contact parents with positive news as well as concerns about their children. Parents have an easy way to communicate with educators on a regular basis. Educators, learners, and parents discuss learners' individual learning styles, family cultural experiences, strengths and academic and personal needs, then develop learning goals to support academic success at school and at home.</p>
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Community Engagement

Welcoming All Families

Parental Survey Results

The district/campus uses this instrument to measure parental engagement and overall satisfaction in their learner’s educational programming. The survey is administered to the school’s population of parents. The responses should represent a cross-section of the community served by the district/campus. The aggregated survey results indicate:

Unacceptable	Acceptable	Recognized	Exemplary
Dissatisfied/little engagement	Satisfied/engaged	Very satisfied/very engaged	Highly satisfied/highly engaged

21st Century Workforce Development - New Tech High @ Coppel

21st Century Workforce

21st Century Workforce Development

21st Century learning is geared toward courses that equip learners with not only the content but the skills to apply that content successfully in the 21st century. At the high school level, this quite naturally focuses on CTE courses. Courses focus on the development of the skills in K-12 that business tells us are valuable in applicants, including technical skills, creativity, critical thinking, the ability to work collaboratively, problem-solving and the production of quality products and presentations. Indicators for 21st century workforce development can be found in all grade levels. The number of CTE courses and career pathways (some leading to certifications) is robust. Data on college preparedness is available and college entrance rates are high. The target of the measurement is the variety and quality of the programs and how successful they are in moving students to college, technical institutions, or directly to the world of work with high-quality jobs.

Unacceptable	Acceptable	Recognized	Exemplary
There is little to no evidence learners are adequately prepared for college or the workforce. There is an identifiable number of learners who do not achieve	There is some evidence learners are prepared for college or the workforce; however, data may indicate that while employed learners may not be	There is considerable evidence learners are adequately prepared to follow productive paths after grade twelve; however, minor gaps in	There is substantial evidence that learners are adequately prepared to follow post-secondary paths, which may include certification, quality

goals related to quality employment or college entrance or missing data in tracking learner success in this regard. Significant revision is necessary to CTE and 21st Century program plans in order to meet district/campus goals.	achieving higher-paying or productive work placements, or that district/campus goals for college entrance are barely met. Major gaps exist in the program, which limit its effectiveness requiring several program revisions to CTE or 21st Century program plans.	opportunities are evidenced. District/campus created goals are generally met, but may not be consistent across endorsement areas, learner interest areas, or sub-groups indicating a generally well-designed program could still use minor revision and goal setting.	employment, or college enrollment. The program goes well beyond expectations in achieving an exemplary college and career placement rate.
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Welcoming All Families

Parental Survey Results

The district/campus uses this instrument to measure parental engagement and overall satisfaction in their child’s educational programming. The survey is administered to the school’s population of parents. The responses should represent a cross-section of the community served by the district/campus. The aggregated survey results indicate:

Unacceptable	Acceptable	Recognized	Exemplary
Dissatisfied/little engagement	Satisfied/engaged	Very satisfied/very engaged	Highly satisfied/highly engaged

21st Century Workforce

21st Century Competencies Developed through K-12 Instructional Strategies and Curriculum Focus

Learners are introduced to workforce skills through instruction in Future Ready Outcomes. These skills are developed using various activities throughout the curriculum.

Unacceptable	Acceptable	Recognized	Exemplary
There is no evidence Future Ready Outcomes are taught.	The use of Future Ready Outcomes is evident in some unit plans.	The use of Future Ready Outcomes is evident in most unit plans.	The use of Future Ready Outcomes is evident in all unit plans.

21st Century Workforce

Business Partnerships that Support K-12 Workforce Development

Initiatives have the intent of promoting college and career readiness (not to include formal CTE programs).

Unacceptable	Acceptable	Recognized	Exemplary
There is little or no access to partner support for K-12 workforce development. There is little to no evidence of a focus on college and career readiness. A new plan is required in order to provide a minimally successful program.	There is limited access to partner support for K-12 workforce development. There are a few experiences identified as supportive of college and career readiness; however, major gaps in opportunities exist. Therefore, revision	There is some access to partner support for K-12 workforce development. These connections support college and career readiness; however, there is likely inconsistent applications of strategies across teachers, grades, programs or campuses. Minor	There is substantial access to partner support for K-12 workforce development, which may include experts, guest speakers, and higher education. These experiences directly support college and career readiness and lead to an exemplary program.

	to the plan should be made.	opportunities are missed.	
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21st Century Workforce

Guidance and Advisement

Guidance and counseling programs provide learners with opportunities to explore careers, CTE course options, and secondary and postsecondary educational options.

Unacceptable	Acceptable	Recognized	Exemplary
There is no evidence of learners having opportunities to explore career and educational options. Learners do not prepare a plan of study/four year plan prior to entering 9th grade.	Learners have opportunities to explore career and educational options. Learners/parents meet with the counselor to review progress made toward completing the academic course sequence and, if needed, adjust the plan to reflect changes in future goals. High school learners prepare a study/four year plan prior to entering 9th grade.	Learners have opportunities to explore career and educational options. Learners/parents meet with the counselor to review progress made toward completing the academic course sequence and, if needed, adjust the plan to reflect changes in future goals. High school learners prepare a study/four year plan prior to entering 9th grade. Learners are aware of various career options and roles and responsibilities in the workforce.	Learners have opportunities to explore career and educational options. Learners/parents meet with the counselor to review progress made toward completing the academic course sequence and, if needed, adjust the plan to reflect changes in future goals. High school learners prepare a study/four year plan prior to entering 9th grade. Learners are aware of various career options and roles and responsibilities in the workforce. The school provides information and on

			topics such as career fields, college entrance requirements and financial aid, summer learning opportunities, transition programs.
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Dropout Prevention - All Campuses

Community/Family Engagement and Support

School-Community Perspective

The following are programs, methods, and targeted strategies that are available and supported by the district to foster school-community engagement. Evaluate the implementation of some or all of these strategies at your campus.

- School Counseling Department
- Science Fair (High School)
- Utilization of court system and truancy protocols
- Parent Teacher Organization (PTO) (Elementary)
- Parent Teacher Student Organization (PTSO) (Middle School/High School)
- Service Learning
- College Night (High School)
- Red Ribbon Week
- Learner Job Shadowing and Internships
- CISD Education Foundation
- School and Corporate Partnerships
- Parent and Community Volunteers

Unacceptable	Acceptable	Recognized	Exemplary
Few or no strategies are identified; strategies seldom or never occur.	A few selected strategies are implemented; strategies occur with adequate frequency.	Some selected strategies are implemented; strategies occur with adequate frequency.	Many strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Family Engagement

The following are programs, methods, and targeted strategies that are available and supported by the district to foster family engagement. Evaluate the implementation of family engagement strategies at your campus such as: School Counseling Department

- Parent Portal - Home Access
- Parent University
- Booster Clubs
- Learner Performances
- Carnivals/Festivals
- College Night (High School)
- Career Day
- Curriculum Nights
- Open House/Learner Showcase
- Parent-Educator Conferences
- Parent-Counselor Conferences (high school)
- Dad's Clubs
- Special Education Parent Plug In
- Fine Arts Presentation/Performances
- School Health Advisory Committee (SHAC)
- FISH Camp
- Meet the Teacher
- Communication Department Newsletter - Informed

Unacceptable	Acceptable	Recognized	Exemplary
Few or no strategies are identified; strategies seldom or never occur.	A few selected strategies are implemented; strategies occur with adequate frequency.	Some selected strategies are implemented; strategies occur with adequate frequency.	Many strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Student Focused Programs and Strategies

Mentoring/Tutoring

The following are examples of programs, methods, and targeted strategies that are available and supported by the district to foster mentoring and tutoring. Evaluate the implementation of some or all of these strategies at your campus.

- Volunteer Mentors
- New Learner Support Groups (each campus has a different name for these groups)
- Scheduled tutorials on campus
- Enrichment opportunities
- STAAR, EOC remediation/campus tutorial programs
- Peer Tutoring
- At-Risk mentoring program
- Mental Health support groups

Unacceptable	Acceptable	Recognized	Exemplary
Few or no strategies are identified; strategies seldom or never occur.	A few selected strategies are implemented; strategies occur with adequate frequency.	Some selected strategies are implemented; strategies occur with adequate frequency.	Many strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Student Focused Programs and Strategies

Service Learning

The following are programs, methods, and targeted strategies that are available and supported by the district to foster service learning. Evaluate the implementation of some or all of these strategies at your campus.

- Leadership Courses
- Service Oriented Clubs
- Partnerships with charitable organizations
- Peer Tutoring
- Learner Ambassadors
- Learner Leadership Groups
- Curricular Service Learning

Unacceptable	Acceptable	Recognized	Exemplary
Few or no strategies are identified; strategies seldom or never occur.	A few selected strategies are implemented; strategies occur with adequate frequency.	Some selected strategies are implemented; strategies occur with adequate frequency.	Many strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Student Focused Programs and Strategies

Alternative Schooling and Extended School Day Opportunities

The following are programs, methods, and targeted strategies that are available and supported by the district to foster alternative schooling and extended school day opportunities. Evaluate the implementation of some or all of these strategies at your campus.

- Credit by Exam
- Saturday School
- Campus-Based Online Instruction
- Tutoring
- Summer School Programs
- Homebound Program
- Extended School Year (ESY)
- ESL “Newcomer” classes and student activities
- Preschool program for children with disabilities
- PRe-Kindergarten

Unacceptable	Acceptable	Recognized	Exemplary
Few or no strategies are identified; strategies seldom or never occur.	A few selected strategies are implemented; strategies occur with adequate frequency.	Some selected strategies are implemented; strategies occur with adequate frequency.	Many strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Student Focused Programs and Strategies

Student Involvement

The following are programs, methods, and targeted strategies that are available and supported by the district to foster student involvement. Evaluate the implementation of some or all of these strategies at your campus.

- Engaging coursework/Active Learning
- Clubs
- Sports/Athletics
- Fine Arts
- ESL
- Recent immigrants (newcomer) programs/classes
- Summer School Programs
- Student Ambassadors
- Student Helpers/Aides on Campus
- New Student Orientation/Welcome Activities
- Academic Competitions
- Special Olympics
- Enrichment Choices during the school day

Unacceptable	Acceptable	Recognized	Exemplary
Few or no strategies are identified; strategies seldom or never occur.	A few selected strategies are implemented; strategies occur with adequate frequency.	Some selected strategies are implemented; strategies occur with adequate frequency.	Many strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Student Focused Programs and Strategies

Student-Centered/Individualized Learning

The following are programs, methods, and targeted strategies that are available and supported by the district to foster student-centered learning. Evaluate the implementation of some or all of these strategies at your campus.

- Engaging learning experiences
- Character development (non-cognitive learning traits)
- Collaborative Learning
- Project-Based Learning
- Problem-Based Learning
- International Baccalaureate
- Identification of learners needing support via various assessment data
- Curricular based field trips
- Individual Education Plans (IEPs)
- Response to Intervention (RtI)
- 504/ADA Plans

Unacceptable	Acceptable	Recognized	Exemplary
Few or no strategies are identified; strategies seldom or never occur.	A few selected strategies are implemented; strategies occur with adequate frequency.	Some selected strategies are implemented; strategies occur with adequate frequency.	Many strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Supporting Infrastructure and Programs

Safe Learning Environments

The following are programs, methods, and targeted strategies that are available and supported by the district to foster safe learning environments. Evaluate the implementation of some or all of these strategies at your campus.

- Safety drills, volunteer background checks, doors locked, badge access, employee background checks, security at entrances
- Teen Dating Violence Awareness
- Anti-Bullying Programs
- School Resource Officers
- Bullying Reporting System
- Crime Stoppers Program
- Positive Campus/Classroom Culture
- Drug Dogs
- Crossing Guards
- Safety and Security Department Trainings

Unacceptable	Acceptable	Recognized	Exemplary
Few or no strategies are identified; strategies seldom or never occur.	A few selected strategies are implemented; strategies occur with adequate frequency.	Some selected strategies are implemented; strategies occur with adequate frequency.	Many strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Student Focused Programs and Strategies

Professional Learning

The following are programs, methods, and targeted strategies that are available and supported by the district to foster professional learning. Evaluate the implementation of some or all of these strategies at your campus.

- Intervention Services, 504, Dyslexia and ESL Targeted Trainings
- Culturally Responsive Teaching
- New Teacher Mentoring Program (BEAM)
- Peer Teacher Coaching
- Behavior Management Training
- CISD Educator Evaluation Training

Unacceptable	Acceptable	Recognized	Exemplary
Few or no strategies are identified; strategies seldom or never occur.	A few selected strategies are implemented; strategies occur with adequate frequency.	Some selected strategies are implemented; strategies occur with adequate frequency.	Many strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Student Focused Programs and Strategies

Educational Technology

The following are programs, methods, and targeted strategies that are available and supported by the district to foster educational technology. Evaluate the implementation of some or all of these strategies at your campus.

- Using specific software to practice skills Engaging learning experiences
- Using technology to show learning
- Using technology for engagement
- Computer Instructional Technologists (iTeam) on campus
- Campus-Based Online Instruction
- Parent Portal (Home Access Center)
- Naviance
- District Technology Training
- Extended campus hours to provide internet access
- Bring Your Own Device

Unacceptable	Acceptable	Recognized	Exemplary
Few or no strategies are identified; strategies seldom or never occur.	A few selected strategies are implemented; strategies occur with adequate frequency.	Some selected strategies are implemented; strategies occur with adequate frequency.	Many strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

