



Coppell Independent School District
Victory Place @ Coppell Campus Improvement Plan
2016-2017

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

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.

**VP@C Site Based Decision Making (SBDM)
2016-2017 COMMITTEE MEMBERS**

Campus Principal- Ron-Marie Johnson

Assistant Principal- Camille Porter- Chairperson

Counselor- Rochelle Williams

Campus Liaison- Regina Owens

Community Member- Karen Nix

Educators

Jennie Allison

Kevin Duke

Linda Fielder

Lauren Muir

Marco Rodriguez

Artrell Woods

Learners:

TBD

Other:

TBD

**Comprehensive Needs Assessment Summary
2016-2017**

Data Sources Reviewed:

- Campus Data:
 - Weekly Reports
 - Course Enrollment
 - Documentation Log
 - Edgenuity Reports
 - Program Data
 - Learner Application and / or Intake Information
 - Parent Surveys- Turning Point and Compass
 - Learner Survey / Cookie Chats-Turning Point and Compass
 - Educator Surveys and Reflections
 - Learner Accommodation Plans
- Learner Home Campus Data
- District Surveys
- STAAR
- TELPAS
- Failure Rates
- Educator Survey and Reflections
- Administrator / Staff / Home Campus Input
- District Improvement Plan
- Learning Framework

Area Reviewed	Summary of Strengths What were identified strengths?	Summary of Needs What were identified needs?	Priorities What are the priorities for the district, including how federal and state program funds will be used?
Demographics	Strong diversity in culture; above average gifted and talented identification; high participation in Pre-AP and AP courses; enrollment in our district is outgrowing the facilities	Cultural sensitivity training; Instructional Culturally Responsive Classroom Training to aide in ESL learners becoming proficient in English; build facilities to accommodate the growth in the learner population	Increase passing rate on EOC failures using SCE funding; provide additional resources for ESL learners to acquire the English language; train administrators and educators on RtI, 504, and ARD decision making; build or remodel facilities to accommodate growth in the learner population

<p>Student Achievement</p>	<p>Learners are scoring above the state average on the ACT; SAT reading and math scores are above the state average; CISD had 52 National AP Scholars in 2015 and 235 AP Scholars. We were selected as an AP District.</p>	<p>We need to close the achievement gap in science for ESL, Hispanic, special education learners, and African American and economically disadvantaged learners; decrease failure rates at the high school level; increase the number of learners passing the STAAR EOCs the first administration; data shows gaps in ethnic groups in the ACT; SAT data shows scores above the state average, however demographic performance in diverse groups needs improvement; improve parent outreach and community education regarding advanced academics. Concern in LA of special education group not meeting the target of 83%.</p>	<p>Provide early intervention at PK-3rd grade to ensure all learners are meeting expectations with literacy; identify learners with special learning needs such as dyslexia as early in the year as possible; make good decisions for learners classified as 504 or special education learners; write AIPs for all learners not progressing on TELPAS and for learners who fail reading and math at 5th and 8th grade and any learner failing an EOC; Offer training on vocabulary development and additional writing training and support at all levels; integrate social studies and science into the literacy area to reinforce those content areas and nonfiction text comprehension; increase resources for stage II and III of the UbD planning template; additional training in science and math vocabulary development; provide Argument Driven Inquiry training in science across all grade levels; implement new scope and sequence in social studies and provide nonfiction reading resources</p>
<p>School Culture and Climate</p>	<p>Our safety audit indicated our schools are safe. Digital literacy is being taught to every learner.</p>	<p>Surveys indicate that we have learners who have experienced bullying.</p>	<p>Parents will receive information and processes regarding bullying and the procedures to follow if their child is being bullied. Counselors will train staff on protocols in creating a proactive anti-bullying environment in the classroom, locker rooms, playground, and cafeteria. Digital literacy will be taught and reinforced a minimum of 4 times during the year.</p>
<p>Staff Quality/Professional Development</p>	<p>100% of the staff in CISD is highly qualified.</p>	<p>Continue to seek highly qualified staff; expand ESL</p>	<p>Provide training resources to high school English educators for ESL certification requirement</p>

		certification to high school English educators	
Curriculum, Instruction, Assessment	We have an RtI process in place; educators have autonomy in their planning; we have strong literacy libraries at the elementary campuses; we have benchmark assessments in science, however, they are not mandated; we have assessments in social studies at the middle school level to benchmark progress; digital literacy has been implemented	Curriculum audit shows that we need to strengthen our curriculum and the documents in order to better support educators in planning and instruction; we need a good universal screener in mathematics; we need progress monitoring resources in mathematics; there is a need to reinforce and teach digital literacy more than once a year	Align the curriculum horizontally and vertically; provide appropriate curriculum documents to campuses for effective planning and instruction; provide additional training on constructivist methodology of planning; develop scope and sequences in all content areas and implement; implement 3 year digital literacy plan
Family and Community Involvement	Strong parental involvement	Educate parents on technology use in the school and in the area of literacy	Provide resources and outreach to parents to educate them on literacy initiatives and technology usage in the schools
School Context and Organization	Educators and administrators have data in which to drive decision-making	Training is needed for administrators and educators on how to monitor ESL learners for special needs they may have; opportunities for individual and small group differentiated instruction is needed; training on instructional strategies is needed	Train administrators and educators on how to monitor ESL learners for special needs they may have; provide opportunities for individualized/small group learning sessions; incorporate modifications/accommodations for curriculum activities; provide professional development in effective teaching strategies or best practices, and use data to implement strategies for appropriate activities
Technology	CISD has approximately 30,000 devices on our system each day; there is a high level of technology use in our district	Increase strength of the infrastructure to ensure all devices have access at all campuses to internet services	Find storage solutions; expand wifi capability

List the identified needs of the campus derived from data review

Family and Community Involvement

- Greater exposure of campus practices to all stakeholders
- Growing service to community

Technology

- Greater focus on effective use of technology integration and citizenship

Student Achievement

- Need for learners to take greater ownership of their learning- goals setting, reflection, evaluations
- Training on how to analyze data and how to use data to drive instruction
- Training on the Learning Framework chapters: Focus on Assessment- Chapter 5
- Greater expertise on responding to the needs of groups of learners
- Implementation and monitoring of Sheltered-Instruction strategies
- Focus on UbD instructional design training
- Maintain Great Expectations culture

Teacher Quality

- Develop and outline ongoing professional learning based on educator goals and learner achievement
- Develop culture of coaching and ownership
- Maintain Great Expectations culture

Demographics

- Greater expertise on cultural sensitivity in instructional design

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)					
Performance Objective #1:		Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School-wide Components (code by #)
Increase number of businesses and resources that may serve as future career opportunities based on learner need	1.Counselor 2.Asst. Principal	1.Spreadsheet of learner and future plans 2.Goal setting forms 3.Support from mentors 4.Collaboration with business partners 5.Liaison between learner and business	August 2016-June 2017	1.Documented time with business partners 2.Learner goal setting document 3.Co-op opportunities	Increase number of learners with a post-secondary plan	1.SMART goal setting form 2.Feedback from businesses 3.Feedback from parents, educators and learners	

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)					
Performance Objective #2:		Increase volunteer and service opportunities for learners within the community					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School-wide Components (code by #)
Expose and expand learners to diverse volunteer and service opportunities	1. Admin. 2. Educators 3. Counselor	1.Technology 2.Planning time, 3.Collaboration with district and community stakeholders 4.TWU Go Center 5. UbD Lesson Design 6.Naviance, 7.Mentoring/Co unseling time 8.ASVAB data, 9.TP interview data 10.On site visits 11.College workshops 12.Schoology, 13.Campus Funds- if needed	August 2016-June 2017	1.Agendas of meetings where information is shared or email 2.Lesson plans 3.Participation in Rotary Club Flag program 4.Blood Drive participation 5.Perot Museum visit 6.Lions Club Flag program participation 7.Children’s Hospital service participation 8.Nature Center service work 9.Turkey drive participation 10.Collaboration with elementary campuses	Increase number of learners college and career ready	1.Feedback from educators 2.Lesson plans 3.Exit interviews from learners	

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)					
Performance Objective #3:		Expand opportunities for internships and job shadowing					
Strategies and Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School-wide Components (code by #)
Expand job exploration opportunities	1.Asst. Principal 2.Counselor	Planning time	August 2016-Feb. 2017	1.Lesson Plans 2.List of partners / speakers	Learner Survey- College & Career	1.Exit Interviews 2.SMART goal achievement documentation	

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					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School-wide Components (code by #)
Expand use of Schoology as a digital learning tool	1.Educators 2.Admin 3. DLC	Time for digital curation and collaboration	July 2016- March 2017	New courses created	Learner Achievement	1.Learner and Educator feedback	
Expand learning beyond the campus	1.Educators 2.Admin 3.DLC 4.Curr. Dir.	1.Partnership with other CISD Campuses 2.Schoology 3. Community Businesses	August 2016- June 2017	1.TWU Go-Center Report 2.Guest speaker agendas 3.Genius Hour UbD's 4.Field trip documents 5.Nature walks 6.Rubrics in Schoology 7.Fitness log in Edgenuity	Post-secondary plan	1.Learner & staff input 2.Observations 3.Lesson design 4.Learner experiences	

Strategic Objective/Goal 3:		We will foster proactive and reciprocal communication for learner success					
Performance Objective #1:		Create a system to communicate foundational and future-ready skills for each learner					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School-wide Components (code by #)
Communicate campus data pieces to stakeholders	1.Campus Admin 2.Educators	1.Coppell Gazette 2.Coppell Bubble 3.VP@C Curriculum Night	Sept. 2016-May 2017	1.Resource documents 2.Sign-in Sheets	1.Parent feedback 2.Bubblelife 3.Weekly report	1.Learner and parent surveys 2.Compass and TP documentation logs	
Provide opportunities for preparation using future ready skills for learners post graduation	1.Counselor 2.Educators	1.Counseling Program 2.College workshops (CHS and VP@C) 3.Naviance, 4.ASVAB data 5.Website information for future planning 6.Schoology 7.Rubrics from Asia Society 8.Common UbD Rubric	August 2016-June 2017	1.Life Principles of the week lessons 2.Individual learner Post High School Plan 3.Learner Presentations 4.Exit surveys 5.UbD 6.Professional Dress Wednesday	1.Exit Surveys- Parent & Learner 2.Post-Secondary goals	1.Counseling lessons & activities 2.Lesson Design 3.Learner/parent feedback 4.SSR/Book Talks	
Incorporate GE Life Principles in lesson design	1.Educator 2.Admin 3.Learner	1.Campus Funds	August 2016-	1.Daily announcements for the	1.weekly team agendas	1.Walkthroughs 2.Surveys	

across campus culture	4.Counselor	GE campus-wide training 2.GE Level I training for new staff-Title Funds 3.UdD lesson design aligned to GE 4.GE coaching with staff: Debbie Kerrigan	June, 2017	year to reinforce Life Principle of the week 2.UbD and individual CLDs 3.Compass Success Sheets 4.Staff weekly reflections and focus on practices 5.Tweet LPs learners show or exhibit 6.Learner led Six Weeks Celebrations, reflection on life principal	2.Success Sheets 3.Reflection Sheets 4.Daily announcements 5.GE observation rubric		
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Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment					
Performance Objective #1:		Increase educator proficiency to respond to our diverse community of learners					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School-wide Components (code by #)
Train educators and in planning culturally responsive instruction and awareness	1. Curriculum Dept. 2. Admin 3. Educators	1. District provided training materials 2. Dallas World Affairs Council 3. YMCA Youth & Government program 4. Campus Funds	August 2016- February 2017	1. Trainings offered 2. Eduphoria records 3. Schoology records	1. Learner/parent/educator input 2. Observations 3. Walkthroughs 4. Lesson design	STAAR Data; TELPAS Data; District Benchmarking Data; Learner Input; Parent Input; Educator Input; Sign-in Sheets	
Provide opportunities for learners to showcase their home cultures	Educators	1. Genius Hour 2. Learner Presentations 3. Flags from Learner's Home Country	September 2016- June 2017	Campus calendars; Lesson plans; Pictures	Increase awareness by learner presentations	1. Lesson Plans 2. Calendars 3. Pictures 4. Presentations	

		4.World Maps 5.Story Core App					
Provide training for educators regarding their role in implementing IEP/IAP's and AIPs in making appropriate modifications and/or accommodations	1.Exec. Director of Intervention Services 2.Admin	Materials needed for training and implementation	August 2016- June2017	1.Lesson plans 2.Observations 3.Accommodations documentation folder	Learner Achievement	1.Sign-in Sheets Training 2.Modules 3.Lesson plans 4.Acknowledgment sheets	

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					
Strategies & Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School-wide Components (code by #)
Train educators on AWARE to view and utilize data through a growth mindset	1. Director of Assessment 2. Director of Professional Learning 3. Admin	1. Time for training 2. AWARE 3. Carol Dweck's <u>Growth Mindset</u> 4. Lead4ward data resources 5. Formative assessment data	August 2016-June 2017	1. Eduphoria records 2. Training agenda 3. Prof. Learning BOY, MOY, EOY survey	Learner Achievement	1. Eduphoria report 2. Observations 3. Walkthroughs	
Provide opportunities for peer to peer observations in order for educators to learn from other educators	1. Director of Professional Learning 2. Admin 3. Educators	1. Release time for educators to observe one another 2. Campus schedules allowing for observations	September 2016-April 2017	1. Transformation in Action site visit 2. Educator reflections 3. Coaching observations & Reflection	Educator Evaluations - growth	1. Observation Schedule 2. Administrator feedback 3. Educator feedback	

		3.Learning walks 4.Planning time					
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Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #2:		Implement goal setting to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)					
Strategies & Action Steps	Person(s) Responsible	Resources	Timeline s	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School-wide Components (Code by#)
Train educators on portfolio development to ensure learners develop quality portfolios	1. Curriculum Dept. 2. Director of Instructional Technology 3. DLC 4. Admin 5. Educators	1. Google Classroom 2. Google websites 3. DLC 4. Learning Management System	October 2016; February 2017	Digital portfolios	Portfolio checklist	1. Sign-in sheets for training on how to develop learner portfolios 2. Learner Portfolios	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #3:		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School-wide Components (code by #)
Establish expectations for goal setting for learners	1. Curriculum Dept. 2. Admin 3. Educators 4. Counselor	1. System for goal setting 2. Common rubrics	September 2016-June 2017	Learner Goals	Learner ownership of learning goals	1. Expectations for goal setting 2. Learner goals 3. Performance logs 4. Documentation logs	
Allocate specific time to create, develop, and revisit learner goals for academic, social, and emotional growth	1. Admin 2. Educators	1. Time for goal setting 2. Form(s) for goal setting 3. Guest speakers	Weekly throughout the school year	1. Lesson plans 2. Learner goals	1. Learner goal attainment 2. Learner achievement	1. Lesson Plans 2. Goals set by learners 3. District Benchmarks 4. Learner goals and reflections 5. Documentation logs	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #4:		Develop a comprehensive professional learning plan to actualize the CISD Learning Framework					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School-wide Component (code by #)
Provide professional learning options that focus on the different chapters of the Learning Framework	1. Curriculum Dept. 2. Admin	1. Learning Framework 2. Exemplars 3. Training Modules	August 2016-May 2017	1. Eduphoria records 2. PLC meeting agendas	1. Lesson Plans 2. Learner Achievement	1. Eduphoria report 2. Prof. Learning checkpoints	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #5:		Reframe and prioritize state standards in a way that leads to profound learning					
Strategies & Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School-wide Components (code by#)
Train educators in designing learning to achieve transfer of content material to solve problems in and out of school and over time	1.CISD core directors 2.Admin 3.Educators	1.Training Modules 2.Transfer standards for each content area	August 2016- June2017	1.Training Module 2.Agendas	Lesson plans	1.CISD Training Module for UbD planning 2.Transfer tasks related to standards 3.Eduphoria sign-in sheets	
Customize course selection plan based on optimal need of learners	1.Counselor 2.Admin 3.Educators	1.Deficiency plan 2.Time for staff collaboration 3.Customize courses 4.Remediation tutorials 5.counseling sessions	July 2016- June 2017	1.Edgenuity weekly report 2.Course enrollment report 3.Deficiency plans 4.Graduation rates	1.Learner achievement 2.Graduation rate	1.Deficiency plans 2.Weekly attendance reports	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #7:		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School-wide Components (code by #)
Implement CISD aligned digital citizenship training	1.CISD Technology Dept. 2.Director of Instructional Technology 3.Admin 4.Educators	1.CISD Digital Citizenship Course 2.DLC 3.Student Code of Conduct 4.Training on appropriate Twitter/social media professionalism 5.Training for appropriate researching process	August 2016	1.Digital citizenship of learners 2.Discipline referrals for AUP violations 3.Lunch learning reflections	1.Decrease in infractions to the Digital Citizenship expectations	1.Training modules 2.Student Code of Conduct receipts 3.Discipline data reports	

CISD DISTRICT IMPROVEMENT PLAN 2016-2017

Appendix A: State and Federal Mandates

Bullying Prevention

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

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All district staff members will be trained in Recognizing and Reporting Child Abuse at the beginning of the year. April is National Child Abuse Prevention Month and a time to further educate staff.	Region 10; TEA provided training; D2L	Director of Advanced Academics 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 Advanced Academics 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 Enrichment Programs	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 Enrichment Programs	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 Enrichment Programs	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 Enrichment Programs	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 Enrichment program	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 Advanced Academics, 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 Advanced Academics, 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 Advanced Academics, 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 Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
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Discipline Management – Safe Environments

Strategies	Resources	Staff Responsible	Evaluation
1. Disaggregate discipline data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent for Administration	Discipline Report
2. Provide professional learning opportunities to support campus character education indicatives (such as Great Expectations and Positive Behavioral Support Initiative).	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	Director of Advanced Academics	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	Director of Advanced Academics and Content Directors	Annual Report
3. Develop and annually update a written comprehensive professional learning plan designed to address the needs of GT learners (including initial 30 hours of GT training and annual 6 hour update).	GT Faculty and Local Funds	Director of Advanced Academics	Written Professional Learning Plan
4. Develop a communication plan designed to systematize internal and external communication with all stakeholders.	GT Faculty & Local Funds	Director of Advanced Academics & Content Directors	Communication Plan

Highly Qualified Teachers and Paraprofessionals

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

Post-Secondary Preparedness: Admissions & Financial Aid Information

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

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

Suicide Prevention

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

CISD DISTRICT IMPROVEMENT PLAN 2016-2017
APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
1. Implement the use of Macro Curriculum documents in unit lesson design at the campus level	District curriculum documents	Director of Language and Literacy, Campus administration	Educator created UbD units
2. 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
3. Expand on the work of the Balanced Literacy Toolkit to create a revised/updated Balanced Literacy Handbook or Common Expectations	Language and Literacy Google Site	Director of Language and Literacy	Completed and updated information on Language and Literacy Google Site
4. 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
5. 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	Director of Language and Literacy, Campus RtI teams	Eduphoria - RtI Documentation
6. Develop a common expectations guide for vocabulary instruction	CISD Mathematics Vocabulary	Director of Language and Literacy, Director of Mathematics, Director of	Completed vocabulary expectations document

	Schoology Course	Science, Director of Social Studies	
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Math

Strategies	Resources	Staff Responsible	Evaluation
1. Develop PK-12 Mathematics Macro Curriculum Plan including Program Mission, Transfer Goals, Essential Questions, and Enduring Understandings.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP)	Director of Mathematics	Macro Curriculum Documents
2. Support educators' implementation of learning design aligned with PK-12 mathematics Macro Curriculum.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan, Professional Learning Communities	Director of Mathematics; Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data
3. 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 (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan	Director of Mathematics	Macro Curriculum Documents, Transfer Tasks

4. Support educators' implementation of transfer tasks and analysis of resulting learner evidence of understanding and transfer of learning.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan, Professional Learning Communities	Director of Mathematics, Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data
5. Strengthen instructional practices in inquiry-based, authentic practices	Macro Curriculum Plan, NCTM Resources	Director of Mathematics, Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data

Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction K-12 with an emphasis on physical, life, and earth sciences to mirror TEKS.	FOSS Kits, STC Kits, and Inquiry-Based Instruction Training; 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 4th & 5 th grade science educators and new 6-12 science educators in Argument Driven Inquiry and academic vocabulary.	Professional Learning Communities, Professional Learning	Director of Science; Campus Administration	Eduphoria Records, Classroom Walkthrough Data, Learner Products, and Learning Design Units; STAAR data
3. Implement pre and post assessments 3-8 to assist educators in targeting areas of concern and to enrich where needed	Forethought; Pre and Post Assessments	Director of Science; Campus Administration	Pre and Post assessments; District
4. Implement district benchmark assessments at various grade levels	Assessments; AWARE	Director of Science	District Benchmark Data

5. Support K-9 science teachers in implementing the practices shared at the Dana Center Trainings (“I can” statements and embedded process and content standards)	Dana Center Training resources, TEKS, Curriculum Documents	Director of Science; Science K-5 Instructional Coaches	Curriculum Documents; Classroom Observations; Lesson Plans/Unit Design
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Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Administer pre and post assessments aligned to the TEKS for every SS unit plan in grades 6-8	Funds for assessment development	Coordinator of Social Studies	Pre and Post Assessments
2. Monitor to ensure Scope and Sequences are being followed	TEKS	Coordinator of Social Studies; Campus Administration	Walkthroughs; Lesson Plans; Educator Evaluations
3. Target economically disadvantaged learners for performance improvement in social studies through reading in the content	Nonfiction leveled reading materials; Social Studies Splash Screens to promote enduring understandings of the content	Coordinator of Social Studies; Educators	STAAR Social Studies Data
4. Implement benchmark assessments at various grade levels	Assessments; AWARE	Coordinator of Social Studies	District Benchmark Data
5. Address fall in 8 th grade scores with additional training in UbD	Training opportunities for UbD	Director of Social Studies	STAAR data

CISD DISTRICT IMPROVEMENT PLAN 2016-2017
APPENDIX C: COMPONENTS OF A SCHOOL WIDE TITLE I PROGRAM

Components of a School-wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	
School-wide reform strategies	<p>Opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement</p> <p>Use effective methods and instructional strategies that are based on scientifically based research:</p> <ul style="list-style-type: none"> i. Strengthen core academic programs ii. Increase amount and quality of learning time iii. Strategies for meeting educational needs of underserved populations 	
Instruction by Highly Qualified Professional Staff	<p>Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers.</p> <p>All teachers are assigned to the areas in which they are certified to teach.</p>	
Highly-qualified and Ongoing Professional Development	<p>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.</p> <p>All staff receives ongoing sustained professional development that is aligned with the goals of the new vision plan.</p>	
Strategies to Attract Highly Qualified Staff	<p>The school is allowed to provide incentives for highly qualified teachers to teach in high need schools.</p> <p>Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.</p>	
Strategies to Increase Parental Involvement	<p>Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a broad spectrum of school decisions.</p>	

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 matrix.	

CISD DISTRICT IMPROVEMENT PLAN 2016-2017

ACRONYM INDEX

AEIS	Academic Excellence Indicator System	PBS	Positive Behavior Supports
AEP	Alternative Education Program	PEIMS	Public Education Information
AP	Advanced Placement	PST	Promoting Success Team
BEST	Business Education Success Team	R 3 Choices	Substance Abuse Education Program (formerly CARE)
BTIM	Beginning Teacher Induction and Mentors	Rtl	Response to Intervention
BYOD	Bring Your Own Device	SCE	State Comprehensive Education
CISD	Coppell Independent School District	SHAC	School Health Advisory Council
Comp Ed	Compensatory Education	SPED	Special Education
CTE	Career and Technical Education	SRO	Security Resource Officer
EC	Early Childhood	TAKS	Texas Assessment of Knowledge & Skills
EOC	End of Course	TEA	Texas Education Agency
DAEP	Discipline Alternative Education Program	TEC	Texas Education Code
D.A.T.E.	District Award of Teacher Excellence	TEKS	Texas Essential Knowledge & Skills
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	x2VOL	Data Warehouse for Service Learning
DLC	Digital Learning Coach		
GT	Gifted and Talented		
GE	Great Expectations		
HR	Human Resources		
IB	International Baccalaureate		
ICLE	International Center for Leadership in Education		
IDEA	Individuals with Disabilities Act		
IAP	Individual Acceleration Plan		
IEP	Individual Education Plan		
ISS	In School Suspension		
IT	Informational Technology		
iTeam	Integration Specialist Team		
JJAEP	Juvenile Justice Alternative Education Program		
LSSP	Licensed Specialist in School Psychology		
OSS	Out of School Suspension		
PBMAS	Performance Based Monitoring Assessment System		