



Coppel Independent School District

Coppel Middle School East

2015-2016

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.

Campus Name

NAME OF PARTICIPANT	COMMITTEE ROLE
Laura Springer	Principal
Brandon McGill and Steve Glover	Assistant Principal's
Heather Cato	District Representative
Cynthia Linder	Business and Community Partner
Sharon Dodgen	East Parent
Amanda Cooper	Math Coach/Educator
Robin Freeman	Literacy Coach/Educator
Mark Echols	Community Member
Sonia Cummins	ESL Coordinator/Educator
Raneta Ansley	Elective Educator
Heather Aston	Librarian
Debbie Nickell	Special Education Department Head

CAMPUS NEEDS ASSESSMENT

List Data utilized to identify the needs of the campus:

- STAAR
- Campus screeners and programs
- TELPAS Data
- PBMAS Report
- Six Week Teacher Failure Reports
- Parent Survey
- Student Survey
- Educator Survey
- District Literacy Benchmark Assessments
- Administrator Input
- Community and Business Partner Input
- Pinnacle 2020 Pan
- Visioning Document Matrix
- Technology Audit
- Bright Bytes Data
- Site Based Decision Making Committee feedback (SBDM)
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List the identified needs of the campus derived from data review

- Focus our staff on growth mindset and high expectations for all students to address learning gaps and growth
- Expansion of business partnerships through our iExplore program
- Digital literacy training and additional follow up with learners and their parents
- New Learning Management System (Schoology) training for staff and parents to enhance communication and support
- Implementation and monitoring of sheltered-instruction strategies for our ELL population
- Continue to implement ROLE instruction for focus on learning and not grades
- Strengthen and support our Character Education Program through advisory and East Fish Philosophy
- Grow our Cyber Safety Education program and protocol for learners and parents
- Work on our protocol for Suicide Prevention and Anti-Bullying Situations
- Strengthen our training on understanding and supporting our response to diverse learners
- Strengthen our instruction to address the special education STAAR scores in reading
- Strengthen our inquiry learning and rigor in the classroom to address growth for all learners
- Address the needs of our at-risk/ESL population to improve instruction in all curricular areas
- Utilize the Understanding by Design lesson design and maintain our PBL/ROLE focus for staff
- System Safeguard Report
- Highly Qualified Survey
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Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)						
Performance Objective #1:		Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences						
Summative Evaluation:		Evidence of Parents/Community members participation in project creation or evaluation						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Input; Educator Input	Assign campus representatives to serve as campus contacts for community partnerships and to work with the Director of Marketing and Business Partnerships	All	Teacher Representatives and Counselors	August 2015	June 2016	District held partnership meetings, partnership data base, Director of Marketing and Business Partnerships	Feedback from Director of Marketing and Business Partnerships and Parent Surveys	
SBIC; Parent Input; Educator Input; Admin Input	Provide opportunities for parents/ community members to evaluate/participate in project evaluations on campus and in	All	6 th , 7 th and 8 th grade Educators	August 2015	June 2016	Content Time; Library reservations;	PBL and ROLE unit plans will outline involvement plans along with learning walks	

	classrooms.							
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Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)						
Performance Objective #2:		Increase volunteer and service opportunities for learners within the community						
Summative Evaluation:		Lesson plans documenting collaboration; learner satisfaction survey;						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
SBIC; Educator Input; Student Input	Work with our community organizations for food drives, clothes drives, TOY drives through Student Council and NJHS	All	Educators; Administration; Leadership Team	August 2015	June 2016	Leadership Meetings; Staff Meetings; Stuco and NJHS Meetings; Contacts with our Director of Marketing and Business Partnerships	Community Feedback	
Parent input; Learner input; Educator input	Establish schoolwide service learning projects (ie: Christmas @ East; Partnership with the Dallas Zoo	7 th grade learners	7 th Grade Educators; Administration	August 2015	June 2016	Provide buses and support for zoo field trip and learning experience \$3000	Campus schedule and feedback from zoo project	

	through 7 th Grade Science							
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Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)						
Performance Objective #3:		Expand opportunities for internships and job shadowing						
Summative Evaluation:		Schedule of events on campus calendar; Learner satisfaction survey						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
SBIC; Educator Input; Learner Input	Continue to use iExplore class to promote job opportunities and work knowledge through our community business representatives and resources	7 th grade iExplore learners	7 th grade iExplore Educators; Director of Marketing and Business Partnerships	August 2015	June 2016	District liason to our Business Community; Community Business Representatives	schedule of the event	
Pinnacle 2020; Educator input; Learner input	Utilize current businesses that allow job shadowing/internship programs and high school (CTE) learners as guest speakers in our iExplore classes to share their experiences with our learners.	7 th Grade I-Explore	Director of Buiness Partnerships; Coordinator of CTE	September 2015	June 2016	Time to make presentations	Schedule of speakers; lesson plans	

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)						
Performance Objective #4:		Partner with industry professionals to design and offer field-based learning experiences for educators						
Summative Evaluation:		Participation in program documented by IBM and Mary Kay						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community input; Administrator input; Parent input; Learner input	Partner with IBM Coppell and Recruit female learners to participate in the local IBM STEM girls camp to promote girls participation in STEM programs	7 th Girls	STEM Educators and Campus Administration	August 2015	June 2016	IBM provided	number of girls that participate	
Community input; Administrator input; Parent input; Learner input	Partner with Mary Kay for a Field Trip to SMU to understand the cosmetic industry, etc. for our young girls	Girls	STEM Educators	August 2015	June 2016	Buses for trip to SMU \$1000	Feedback from girls that attend	
Educator	Continue to	All	Campus	August	June	Supplies bought to	Student	

input	promote Engineering through our club offerings of maker spaces and lego projects		Administration; Educators; Community volunteers	2015	2016	promote maker spaces and lego supplies \$1000 Comped	survey; Products produced	
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Strategic Objective/Goal 2:		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners						
Performance Objective #2:		Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for all learners						
Summative Evaluation:		STAAR Data; Educator Survey; Administrator Input						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Document ed
SBIC; Leadership Team; Administrator Input; Learner Input	Expand collaborative hallway learning spaces by increasing use of collaborative furniture	All	Administration	August 2015	June 2016	District Bond Monies; Business partnership	Educator Survey; Administrator input; STAAR data; Learner Satisfaction Survey	
SBIC; Leadership Team; Administrator input; Learner input	Redesign classroom spaces to offer the flexibility of working individually or collaboratively and allow for more learners in a classroom.	All	Administration	August 2015	June 2016	District Bond Monies; Business partnerships	Learner feedback; Learner survey; Administrator feedback; Educator Feedback	
All	Research	All	Campus	August	June	Extra Duty Pay;	Education	

Campus	possibilities for flexible grouping and scheduling in order to leverage current staff in a manner that promotes the growth experienced in our middle schools		Administration ; Educators; District leaders	2015	2016	Substitute Funds	Survey; Administrator input;	
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Strategic Objective/Goal 3:		We will foster proactive and reciprocal communication for learner success						
Performance Objective #1:		Create a system to communicate foundational and future-ready skills for each learner						
Summative Evaluation:		Campus Communication System; Parent Survey; Campus Calendar; SBIC input						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Input; Educator Input; Administrator Input	Implementation of a learning management systems (Schoology) as a communication tool to students and parents.	All	Instructional Technology; Campus Administration; Team Leads and Department Heads; Educators; Parents	August 2015	June 2016	Schoology platform provided by the district	Parent Survey; Administrator feedback; Educator feedback	
Parent Input; Educator Input; Administrator Input	Implement campus/ community learning walks to share our campus goals as educators that meet the future ready needs of all learners.	All	Campus Administration; Team	August 2015	June 2016	Campus Calendar; PTO	Parent Survey; SBIC and PTO feedback; Educator feedback	
Parent Input; Educator Input;	Streamline communication across various platforms	All	Technology Department; Campus Administration;	August 2015	June 2016	Webmaster; Software Programs	Parent Survey; Educator Survey;	

			Educators				Student Survey	
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Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment						
Performance Objective #1:		Increase educator proficiency to respond to our diverse community of learners						
Summative Evaluation:		STAAR Data; TELPAS Data; Parent Survey; Walkthrough Data; Training Sign-in sheets; Professional Learning Plan						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
TELPAS Data; STAAR Data; Parent Input; Educator Input; Administrator Input	Provide training and support for sensitivity & cultural awareness of staff in responding to the diversity of our campus community.	All	Campus Administration; Staff	August 2015	June 2016	Training Materials; Dallas World Affairs Council – dfwworld.org	STAAR Data; TELPAS Data; Learner Input; Parent Input; SBIC input;	
TELPAS Data; STAAR Data; Parent Input; Educator Input; Administrator Input	Promote and host a cultural fair for learners/educators/families to showcase their home cultures	All	Campus Administration; Educators; learners	August 2015	June 2016	Educator Collaborative planning time; PTO; Dallas World Affairs Council – dfwworld.org	Feedback from event; Parent/student satisfaction surveys	
Campus Administration; Educators; STAAR Data; TELPAS Data	Provide training for general educators regarding their role in implementing IEP's, 504 plans, behavioral plans and	Special Ed.; 504	Campus Administration; Dept. of Special Education, Special	August 2015	June 2016	Training development	Sign-in sheets; Eduphoria	

	making appropriate modifications and/or accommodations for learners in the general ed. classroom.		Education Chair; Educators					
Campus Administration; Educators; STAAR Data; Parent Satisfaction Survey	Work on continual growth of our advanced and GT learners by providing staff with training on high expectations for all with campus trainings and conferences	GT and Advanced Learners	Campus Administration; District GT Coordinator and Educators	August 2015	June 2016	Training and development	Sign-in Sheets; Eduphoria	

Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment						
Performance Objective #2:		Expand program offerings that reflect our diverse community of learners						
Summative Evaluation:		Rtl reports; educator input; failure reports; STAAR data						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Failure reports; learner input; parent input;	Provide in-school support for interventions during the school day (Advisory Time)	All	Campus Admin; Counselors Educators	August 2015	June 2016	Advisory Period scheduling with mentors	Failure reports; Rtl data; STAAR data	
Parent input; Administrator input; Learner input	Pilot an Outdoor Adventure Course for our learners	All	Campus Admin; Educators	August 2015	June 2016	Budget money and Grants from Texas Wildlife Association	Student/Parent Surveys	
Failure Data; STAAR data; Educator Input; Administrator input	Provide Friday Night Live Tutorial Program for struggling learners with core teachers.	All	Campus Admin; Educators	August 2015	June 2016	Sign-in Sheets/forms; Comp. Ed \$5400 for teachers	Sign-in sheets; failure reports	
Failure Data; STAAR data;	Provide Saturday	All	Campus Admin;	August 2015	June 2016	Sign-In Sheets; Comp Ed. \$500 for teachers	sign-in sheets; failure reports	

Educator Input; Administrator input	School - no zero's allowed with tutorials.		Educators					
Failure Data; STAAR data; Educator Input; Administrator input; TELPAS;	Provide math tutorials for struggling learners.	All	Campus Admin; Educators; Math Specialist	August 2015	June 2016	Sign-In Sheets; Comp Ed. \$3000.	Failure Reports; Campus assessments	
STAAR Data; Educator Input; Admin Input; GT Data	Provide Stem program for learners to advance the learning in math and science.	All	Campus Admin; Educators; Math and Science Specialist	August 2015	June 2016	Club Time with Educators; Comp Ed. \$1409	Failure Reports; Campus assessments	

Strategic Objective/Goal 5:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
Performance Objective #1:	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design							
Summative Evaluation:	Training sign-in sheets; sign-in sheets; RtI Data; Learning Walks; Educator Evaluations; Educator Survey							
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; Administrator Input; Educator Feedback; Failure reports	Train educators on AWARE to view and utilize data through a growth mindset	All	Assistant Principals; Math Coach; Literacy Coach; ESL Coordinator; Department Heads	August 2015	June 2016	Time for training; AWARE	Sign-in sheets; Rti Process reports; informal feedback from Educators and Administration	
Educator Input; Administrator Input	Schedule campus learning walks to enhance instructional pedagogy in our classrooms	All	Campus Administration; Department Heads; Educators	August 2015	June 2016	schedule time for learning walks	Formal and informal feedback from Educators and Administration	
RtI Data; Educator Input; Administrator Input; STAAR	Train and implement new RtI protocols and	At-Risk	Campus Administration; Literach Coach; Math Coach; RtI committee	August 2015	June 2016	New RtI protocols; New progress monitoring paperwork	Sign-in sheets; Team time agendas	

data	Rtl paperwork							
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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:		Create a community-based accountability system for reporting learner growth						
Summative Evaluation:		Learner blogs/google sites;						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educator input; learner input; Parent input	Learners begin to explore and create learner blogs/google sites to showcase their learning	6 th grade and 7 th grade	Educators; DLC specialist	August 2015	June 2016	iPads; access to internet; training from tech time	evidence of learner site/blog; learner feedback; parent feedback; SBIC feedback	
STAAR Data; Benchmark Data; Communication Dept.; Campus Administration	Keep our community informed of our progress concerning curriculum, culture, and future ready skills and opportunities for all of our learners according to the Community	All	Campus Administration; Communications department; Curriculum leaders	August 2015	June 2016	State Accountability Rubric	Data reported to State Accountability Rubric	

	Based Accountability System							
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Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
Performance Objective #3:		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)						
Summative Evaluation:		Learner goal setting forms; Discipline reports; Survey Results						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Administrator input	Learners will set personal goals for academics, social, and emotional growth as needed.	All	Campus Administration; Team Leaders; Educators	August 2015	June 2016	Campus Goal Setting reflection form	Learner goal setting forms; failure reports; learner feedback; educator feedback	
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educator	Implement a structured, balanced literacy model to assist learners in setting goals for individual growth	All	Campus Administration; Curriculum Dept.; Educators	August 2015	June 2016	Director of ELAR; Literacy coach; Online resources;	Lesson Plans; Goals set by learners; District Benchmarks	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
Performance Objective #4:		Develop a comprehensive professional learning plan to actualize the CISD Learning Framework						
Summative Evaluation:		Learning Framework Website; Training Modules developed; Sign-in sheets; Educator Evaluations; Walkthroughs; Educator Survey						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; Benchmark Data; Curriculum Dept; Campus Administration; Educators	Provide professional learning options that focus on the different chapters of the Learning Framework	All	Curriculum Dept.; Campus Administration; Campus Coaches	August 2015	April 2016	Learning Framework; Exemplars; Training Modules	Sign-in Sheets; Educator goal setting and evaluations; Walkthroughs	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
Performance Objective #5:		Reframe and prioritize state standards in a way that leads to profound learning						
Summative Evaluation:		Splash Screens; training modules; sign-in sheets for trainings; STAAR						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR; TELPAS; Failure rates, ACT Data	Continue to create unit plans utilizing UbD and PbL for designing learning that meets the needs of all learners.	All	District Curriculum Directors; Campus Admin; Educators; Department Heads	August 2015	June 2016	UbD training from District; UbD resources	sign-in sheets; Unit plans; workshops	
STAAR; TELPAS; Failure rates, ACT Data	Create PLC time during our content meetings to allow collaborative planning of instruction that engages our learners and promotes growth.	All	Campus Administration; Team Leaders	August 2015	June 2016	UbD training; PLC training	sign-in sheets; unit plans;	
STAAR, TELPAS, Pinnacle	Implementation of a focus on Differentiation	All	Campus Administration; Campus	August 2015	June 2016	District Curriculum Specialists; Material from National	Learning Walk Data; Unit Plans;	

2020	within our campus to address the gaps and needs of each learner as defined by our assessment data.		Coaches; Department Heads			Differentiation Conference	STAAR, TELPAS	
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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 #6:		Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world)						
Summative Evaluation:								
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and Campus Feedback	Design and support a technology rich learning environment that fosters technology literacy, collaboration, information literacy and technology integration as a tool for enriching the learning.	All	Campus Administration, District curriculum leaders; librarian; Campus I-Team specialists and staff	August 2015	June 2016	I-Team support and specialists; District and State trainings and conferences	Learning Walk Feedback; Walkthrough Data; Technology survey	
	Seek out and support digital collaboration with other schools, professionals	All	Campus Administration, I-Team Specialist, Librarian, Campus Admin, Staff	August 2015	June 2016	Buses for field trip to zoo, technology that allows us to be a school without boundaries	Student Survey, Parent Survey, Staff Survey, Zoo Feedback	

	and create a partnership with Dallas Zoo and our 7 th graders for a major technology project.							
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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 #7:		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service						
Summative Evaluation:		Unit Plans; Discipline Data; Student Code of Conduct Receipts; Sign-in Sheets						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Survey; Educator input; Learner Discipline Data	Reinforce our digital citizenship curriculum by teaching expectations and standards to learners the first week of school and reinforce to the learners throughout the year.	All	DLC; Campus Admin; Educators	August 2015	June 2016	Digital Citizenship Course from Director of Instructional Technology	Unit plans; campus calendar; Discipline Data; sign-in sheets; Student code of conduct receipts.	

CISD DISTRICT IMPROVEMENT PLAN 2015-2016

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

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 celebrated 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	GT Faculty and Local Funds	Director of Advanced Academics	Written Professional Learning Plan

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	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 School Improvement	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.	High School Budgets	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.	High School and Middle School 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 Sp. Lead	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 Sp. Lead	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.	Advanced Academic 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

CISD DISTRICT IMPROVEMENT PLAN 2015-2016
APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
1. Develop LOTE curriculum and align to the new LOTE standards	LOTE standards; Funds for Curriculum Writing	Director of Language and Literacy	LOTE curriculum; Alignment document
2. Deepen understanding and strengthen implementation of the vocabulary Membean Program at the middle and high schools	Membean	Director of Language and Literacy	Membean reports; Educator and Administrator feedback
3. Deepen understanding and calibrate Write From The Beginning and Beyond expository and narrative implementation	Write From Beginning Training, and STAAR/EOC Data	Director of Language and Literacy; Campus Administrators	Professional Learning Sign-in sheets; Walkthroughs; STAAR Writing Data; Walkthrough Data; Lesson Plan Data; District Writing Samples
4. Develop K-12 Scope and Sequences aligned to the Understanding by Design Framework of planning	Learning Framework, Visioning Document, Eduphoria, and TEKS	Director of Language and Literacy	Completed Scope and Sequences

Math

Strategies	Resources	Staff Responsible	Evaluation
1. Provide multiple methods of support to K-12 mathematics educators in implementing the revised 2012 TEKS.	TEKS, Curriculum documents; and Campus Instructional Math Leads; Math Coaches	Director of Mathematics	Alignment of curriculum documents; Walkthroughs; STAAR Data
2. Strengthen instructional practices through effective evidence-based instruction.	Splash Screens; Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional	Director of Mathematics	STAAR Data; District Benchmark Data; Classroom Walkthrough Data, and Learning Design Units

	Leadership Team, and CISD Mathematics Philosophy and Guiding Principles		
3. Develop Scope and Sequence documents K-12 and CISD math macro curriculum	Math TEKS; 8 Mathematical Practices	Director of Mathematics	Scope and Sequence documents

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	Director of Science	STAAR Data; Classroom Walkthrough Data, and Learning Design Units
2. Focus on improving formative assessment for educators to monitor and adjust instruction based on learner feedback	Professional Learning Communities, Professional Learning	Director of Science	Eduphoria Records, Classroom Walkthrough Data, Learner Products, and Learning Design Units
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	Pre and Post assessments; District
4. Implement district benchmark assessments at various grade levels	Assessments; AWARE	Director of Science	District Benchmark Data

Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Train educators on the new SS adoption materials for effective implementation	Social Studies adoption materials	Coordinator of Social Studies	Eduphoria Records, Classroom Walkthrough Data, and Learning Design Units
2. Develop pre and post assessments aligned to the TEKS for every SS unit	Funds for assessment development	Coordinator of Social Studies	Pre and Post Assessments

plan in grades 6-8			
3. Develop Scope and Sequences to align the curriculum vertically K-12	TEKS	Coordinator of Social Studies	Completed Scope and Sequence documents
4. Target economically disadvantaged learners for performance improvement in social studies through the use of lesson design and resources	Nonfiction leveled reading materials; Social Studies Splash Screens to promote enduring understandings of the content	Coordinator of Social Studies	STAAR Social Studies Data
5. Implement benchmark assessments at various grade levels	Assessments; AWARE	Coordinator of Social Studies	District Benchmark Data

CISD DISTRICT IMPROVEMENT PLAN 2015-2016
APPENDIX C: COMPONENTS OF A SCHOOL WIDE TITLE I PROGRAM

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

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

CISD DISTRICT IMPROVEMENT PLAN 2015-2016

ACRONYM INDEX

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

