



Pinkerton

CAMPUS IMPROVEMENT PLAN

2014 - 2015

KRISTI MIKKELSEN
PRINCIPAL

MISSION STATEMENT:

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:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.
• Performance Objective 1:	Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.
• Performance Objective 2:	Reframe and prioritize state standards in a way that leads to profound learning.
• Performance Objective 3:	Align the written, taught and assessed curriculum.
• Performance Objective 4:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
• Performance Objective 5:	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.
• Performance Objective 6:	Implement a system or systems to assess Future-Ready skills.
• Performance Objective 7:	Integrate Future-Ready learning skills within the district.
• Performance Objective 8:	Increase connections between real world experiences and authentic classroom instruction.
• Performance Objective 9:	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.
• Performance Objective 10:	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.

Strategic Objective/Goal 2:	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:	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, and School Pride consistent with the terms of the TEC Section 29.906.

Strategic Objective/Goal 3:	We will foster proactive and reciprocal communication for learner success.
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• 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:	Create a system to communicate foundational and future-ready skills for each learner.
• Performance Objective 3:	Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.

Strategic Objective/Goal 4:	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 1:	Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.
• Performance Objective 2	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills.

Strategic Objective/Goal 5:	We will create a community-based accountability system for reporting learner growth.
• Performance Objective 1:	Develop supports and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.

SUMMARY:

Coppell ISD is a suburban school district with an approximate enrollment of 10,600 students located just north of the Dallas-Fort Worth Airport serving the students of the communities of Coppell, Valley Ranch, and Lee. Coppell ISD has nine (9) elementary schools, three (3) middle schools, one (1) alternative campus and two (2) high schools. For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at <http://www.coppellisd.com> or on the TEA website at <http://www.tea.state.tx.us/perfreport/aeis/>. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of this team chose the strategic objectives listed above which are completely aligned with the district's five-year strategic plan.

CAMPUS SITE-BASED COMMITTEE

2014 - 2015 COMMITTEE MEMBERS

NAME OF PARTICIPANT	COMMITTEE ROLE
CARMEN DeSIMONE	KINDER REPRESENTATIVE
JACQUIE GRAVES	1ST GRADE REPRESENTATIVE
GINGER DENTON	2ND GRADE REPRESENTATIVE
MARNIE WARD	3RD GRADE REPRESENTATIVE
SARAH SYMANK	4TH GRADE REPRESENTATIVE
SARA HOPE	5TH GRADE REPRESENTATIVE
NATALIE CUCCIA	SPED REPRESENTATIVE
KATHY KIRKLEY	COUNSELOR
LEIGH WALKER	PARENT
KIM CONNER	COMMUNITY MEMBER
DEBBIE YOUNGS	DISTRICT LIASION
KRISTI MIKKELSON	PRINCIPAL
ANGIE HUX	ASSISTANT PRINCIPAL
RHONDA PICKRELL	GTI SPECIALIST/IB COORDINATOR

Campus Needs Assessment

List data utilized to identify the needs of your campus

- STAAR, MAP, BOY literacy data
- Accountability System Safeguard information
- AWARE data from learners coming from other campuses within the district
- Parent and Learner satisfaction surveys
- IB-PYP standards
- Educator evaluations/ self-assessments
- IB Program of Inquiry
- Systems needs-assessment
- Individual learner needs
- PBIS/PRIDE data
- RtI data
- IB Action Plan

List the identified needs of your campus derived from data review.

- Align all systems to fit IB philosophy
- Vertical and horizontal alignment in math
- The need to shift from Daily Five to more inquiry-based integrated literacy component
- Establish relationships with learners and families new to Pinkerton
- Continue to broaden digital communication from classroom to home through classroom blogs, Twitter, etc.
- Increase performance of Hispanic learners on STAAR Math (System Safeguard)
- Provide intervention and support for new and existing RtI learners through data team approach

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 1:	Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.							
Summative Evaluation:	Professional Learning plan for the Learning Framework							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
IB Standards, IB Scope and Sequence	Strengthen vertical alignment in all content areas to support IB Standards and ensure depth of learning.	All	Campus Staff, Campus Administrators, IB Coordinator	August 2014	June 2015	IB Coordinator, IB Consultant, extended planning time, IB Scope and Sequence	IB Planners, Program of Inquiry	
STAAR, TELPAS, Pinnacle 2020	Staff will be trained on responsive learning.	All	Campus Administrators, Curriculum Directors	August 2014	June 2015	Learning Framework, Curriculum Directors	Campus Focus Areas Documented in CIP's	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document	Provide overview and training of the Learning Portrait.	All	Curriculum Directors; Campus Administrators; Assistant Superintendent of Curriculum and Instruction; Director of Professional Learning	August 2014	October 2014	CISD Learning Framework; Local Funds; In-District Presenters	Eduphoria Records; Campus Sign-In Sheets; Training Video "Limitless Possibilities"	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Provide advanced learning opportunities to all educators for the five chapters on the Learning Framework.	All	Curriculum Directors; Campus Administrators; Assistant Superintendent of Curriculum and Instruction; Director of Professional Learning	August 2014	June 2015	CISD Learning Framework; Local Funds; In-District Presenters; Books	Eduphoria Records; Campus Sign-In Sheets; Training Modules	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 1:	Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.							
Summative Evaluation:	Professional Learning plan for the Learning Framework							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data, IB Action Plan	Create professional learning opportunities for educators that build capacity for implementation in the design and instruction process.	All	Curriculum Directors; Coaches; Campus Administrators; Director of Professional Learning	August 2014	June 2015	Local Funds for PLC work; Coaches, IB Action Plan	Eduphoria Records; Documentation of Coaches meeting with educators to support planning	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 2:	Reframe and prioritize state standards in a way that leads to profound learning.							
Summative Evaluation:	Updated Curriculum Aligned to the New Standards and Adoptions; Prioritized Standards							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Continue to refine IB Planners.	All	Campus Administrators; Curriculum Department Directors; Educators	August 2014	June 2015	UbD and PBL Templates customized to individual campus initiatives; Curriculum Department Directors; Coaches	Educator Units and Lesson Plans	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Implement the IB learning design rubric to provide feedback for unit design.	All	Campus Administrators; Educators; Curriculum Department Directors; Executive Director and Director of Intervention Services	August 2014	June 2015	Learning Design Rubric	Rubrics with feedback given to educators; Eduphoria Data	
Educators Survey Feedback; Visioning Document; Pinnacle 2020 Committee Strategic Plan	Embed global awareness and international mindedness into IB Planners.	All	Curriculum Department Directors; Campus Administrators; Campus Educators; iTeam; Coaches	August 2014	June 2015	iTeam; Director of Enrichment Programs; Coaches; Coordinator of Instructional Technology	Unit Plans; District provided resources	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 3:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Documents with the horizontally and vertically aligned curriculum as evidenced in Scope and Sequences; Digital Resources; Balanced Literacy Program							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Continue alignment of math curriculum with the new math standards and new adoption to align with IB.	All	Director of Mathematics; Math Coaches; Math Cadres'; Department Heads	August 2014	June 2015	TEKS; Local Budget; Math Adoption Materials, IB Math Scope and Sequence	Aligned Math Curriculum	
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Redesign the balanced literacy program in grades K-5.	All	Director of Literacy; Literacy Coaches; Campus Administrators; Educators; Literacy Content Specialists	August 2014	June 2015	Literacy Coaches; Local Budget; Language Arts TEKS	Balanced Literacy Program; Lesson Plans; Walkthrough Data	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 4:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curriculum areas.							
Summative Evaluation:	Eduphoria Records, Classroom Walkthrough Data, Campus Needs Assessment Rubrics; Learner Performance Data; Safeguard Plans and Monitoring Notes.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Staff will participate in expository and narrative writing training.	All	Director of Literacy; Write From the Beginning and Beyond (WFTBB) Trainers; Campus Administrators	August 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers, Narrative Writing materials	Eduphoria Records	
STAAR Data; TELPAS Data; MAP Data; DRA Data; Walkthrough Data; PBMAS Report	Establish and implement a plan to support needs identified on the Systems Safeguards from the State's Accountability System: Hispanic Math	Sp. Ed.; Ec. Disadv.	Assistant Superintendent of Curriculum and Instruction; Executive Director of Intervention Services; Executive Director of Curriculum and Instruction; Campus Administration; Curriculum Department Directors	August 2014	June 2015	SCE Funds, Data Teams, Rtl staffings	Safeguard Plans Established; Anecdotal Notes on Progress; Student Performance Data	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 5:	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.							
Summative Evaluation:	Database with partnerships formed.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	Actively solicit partnerships to support authentic and field based learning experiences	All	Director of Marketing; All Curriculum Department Directors, Campus Administrators	August 2014	June 2015	Field Based Learning Experiences, Business Partners	List of Partnerships Formed	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 6:	Implement a system or systems to assess Future-Ready Outcomes (FROS).							
Summative Evaluation:	Lessons designed with FROS embedded in all content areas; Rubrics used to evaluate FROS							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	Create rubrics for Future Ready Outcomes to be used in assessing learners.	All	Campus Administrators; Educators	August 2014	Dec. 2014	District Future Ready Outcomes and Resources in the Learning Framework	Rubrics	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 7:	Integrate Future-Ready Outcomes within the district.							
Summative Evaluation:	Learning Framework; Campus Communication; Units and Lessons Designed							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	Utilize campus-based Future Ready Outcomes and rubrics.	All	Campus Administrators; Educators	August 2014	June 2015	District Learning Framework; Campus Rubrics	Lesson Plans; Walkthroughs	
Pinnacle 2020 Committee Strategic Plan	Inform stakeholders on the use of campus-based Future Ready Outcomes to develop the whole child.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Communications Department; Campus Administration	August 2014	Sept. 2014	Webmaster; Campus Newsletters and Updates; Learning Framework	Campus Newsletters and Updates; District Website	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 8:	Increase connections between real world experience and authentic classroom instruction.							
Summative Evaluation:	Survey data from stakeholders; Projects							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan; Dual Language Immersion Data;	Increase opportunities for learners to engage in real world and authentic learning experiences connecting to learner interest, such as service learning and community internships.	All	Curriculum Department Directors; Campus Administrators; Educators	August 2014	June 2015	Director of Marketing; Director of Enrichment Programs, field trips, service learning opportunities, Pinkerton garden, Coppell Nature Park, Pinkerton outdoor learning	Unit Plans; Service Learning Projects	
Pinnacle 2020 Committee Strategic Plan	Coordinate national and international curriculum projects to align with campus initiatives.	All	Campus Educators, Campus Administrator, IB Coordinator	August 2014	June 2015	Local Funds; Partnerships, GLOBE program, World Moon Project, Director of Enrichment, Director of Science	Projects Established; Campus Feedback	
IB Standards	Promote responsible action within and beyond the school community.	All	Campus Staff, Campus Administrators	August 2014	June 2015	Partnerships with parents/community members, Global connections, Director of Marketing	Service Learning Action Plans	
IB Standards, District Strategic Plan, Learning Framework	Learners will showcase PYP learning in a cumulative presentation.	5 th grade	All learners, Campus Staff, IB Coordinator	August 2014	May 2015	IB high school mentors, IB coordinator	5 th grade exhibition, sign in sheet, parent feedback survey	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 9:	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
Summative Evaluation:	Evidence of systems transformed and STAAR, TELPAS, EXPLORE, and MAP data; Stakeholder Surveys; Digital resources created.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Train educators on the newly created CISD Educators' Evaluation process.	All	Campus Administrators	August 2014	Sept. 2014	Educator Evaluation System, ticket out reflection, Director of Professional Learning; Curriculum Department Directors; Director of Advanced Academics	Training Module; Eduphoria Records	
IB Standards	Expand resources representing languages spoken by our learners and their families.	All	IB Coordinator, Librarian, IT specialist, Campus Administration, Spanish Educators	August 2014	June 2015	PTO, local Library budget, Classroom Spanish instruction	Resources/check out log	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Utilize formative and summative assessment data to focus on critical skills in all content areas.	All	Executive Director of Intervention Services; Math and Literacy Content Directors, Campus Administration, Campus data team	August 2014	June 2015	Rtl Resources, MAP, district and state assessments, historical data, AWARE, STAAR	Rtl Handbook; Rtl Feedback from Educators and Administrators, formative assessments, portfolios	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 9:	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
Summative Evaluation:	Evidence of systems transformed and STAAR, TELPAS, EXPLORE, and MAP data; Stakeholder Surveys; Digital resources created.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Implement learner goal setting protocols, self-monitoring tools, and instructional feedback forms to empower learners.	All	Campus Administration; Educators	August 2014	Dec. 2014	Student Led Conferencing, Reference Materials, Curriculum Directors	Protocols; Self-Monitoring Tools, and Instructional Feedback Forms	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; Visioning Document	Explore iTunes U courses for making global connections.	All	iTeam Specialist, Educators, Campus Administrators	August 2014	June 2015	Technology for curation; Local Funds, Iteam specialist, literacy and math coach, Director of Mathematics; Coordinator of Instructional Technology, Curriculum Department Directors	New Digital Resources Created	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective10:	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.							
Summative Evaluation:	Administrator Survey Results; Learner Achievement							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; TELPAS Data; MAP Data	Provide professional learning for educators on the effective use of data and assessment tools to inform lesson design.	All	Campus Administrators	August 2014	June 2015	Training Module; Assessment Tools; STAAR Data; TELPAS Data; MAP Data; PEIMS Data, Director of Assessment; Data Specialist; Data Teams; Director of Professional Learning	Eduphoria Records	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Create campus data team to analyze data that drives instruction.	All	Campus Administrators	August 2014	Sept. 2014	Comp. Ed Funds for data days at BOY, MOY or EOY, Director of Assessment	District and Campus Teams; Data Reports	

Strategic Objective/Goal 2:	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:	Eduphoria records of trainings; Walkthrough data; Learner Achievement Data							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; TELPAS Data; MAP Data; DRA Data	Create a customized plan for all learners who did not advance one level on TELPAS.	ESL Learners	ESL Facilitators and Educators; Campus Administration	August 2014	Sept. 2014	ESL Facilitators; TELPAS Data, Executive Director of Curriculum and Instruction	Customized Plans, LPAC	
DRA Data; STAAR Data; MAP Data; IEP Data; EOC Data	Include special educators in instructional design extend planning.	Sp. Ed.	Campus Administration, Campus SPED educators	August 2014	June 2015	Local Funds, extended planning, Executive Director of Intervention Services; Director of Professional Learning	Eduphoria Records; List of Trainings Provided; Student Performance Data	
DRA Data; STAAR Data; MAP Data; IEP Data; EOC Data	Provide training to general educators regarding their role in implementing IEPs/BIPs and how to accommodate for learners with disabilities within the general education setting.	Sp. Ed./504	Campus Administration, Campus SPED educators	August 2014	June 2015	Local Funds, Executive Director of Intervention Services; Director of Professional Learning	Eduphoria Records; List of Trainings Provided; Student Performance Data	

Strategic Objective/Goal 2:	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
Performance Objective 2:	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, and School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Integrated Digital Citizenship with CISD Character Traits; Parent Survey; Student Satisfaction Survey							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PEIMS Data; Counselor Input	Staff will participate in "Love & Logic" training to support educators in developing personal responsibility in their children.	All	CISD Behavior Specialists	August 2014	June 2015	Love & Logic Way Program and Training Materials; Trainer for the Program, Executive Director of Intervention Services	Eduphoria Records and/or Sign-in Sheets	
IB Standards, Pinnacle 2020 Strategic Plan	Continue to promote International Mindedness and all attributes of the IB Learner Profile and Attitudes.	All	Campus Staff, Campus Administrators, Campus Counselor	August 2014	June 2015	IB Classroom Monitoring System, Profiles and Attitudes, guidance lessons	Learner Profile of the Week, Super Stetson tickets, quarterly Global Citizen Breakfast	
4 th grade feedback	Implement Learner Leadership Council to increase learner voice and choice.	3-5 selected reps	PE Educator, IB Coordinator, Campus Administration	August 2014	June 2015	StuCo workshop, meetings, fundraisers, Local Funds	Assembly organization, greeters, recycling	

Strategic Objective/Goal 3 :	We will foster proactive and reciprocal communication for learner success.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
Summative Evaluation:	Digital Training Modules; SAMR assessment; Eduphoria Records							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
IB Standards	Create opportunities for parent/career connections within the academic curriculum.	All	Librarian, Campus Administrators	August 2014	June 2015	Database, parents, community members, PTO newsletter, parent survey	Volunteer log, Skype, presentation	

Strategic Objective/Goal 3 :	We will foster proactive and reciprocal communication for learner success.							
Performance Objective 3:	Communicate the district assessment plan to parents and teachers and report outcomes individually to parent and collectively to stakeholders.							
Summative Evaluation:	Identified foundational knowledge and future ready skills; System of communication; Survey data; Assessment Plan to communicate growth							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
IB Standards, IB Action Plan, parent survey	Research the development of a campus IB report card to report learner progress.	All	Campus Administrators, IB Coordinator	September 2014	June 2015	Westlake Academy, other IB schools examples, Kathy Creek, Pentamotion Specialist	Draft of proposed IB report card, survey feedback from parents, staff, curriculum team	
Pinnacle 2020 Committee Strategic Plan; STAAR Data; MAP Data; TELPAS Data	Learners will participate in daily self-assessment and reflection.	All	Campus Administrators, Campus Educators	Sept. 2014	June 2015	Educators, class meetings, journals, portfolios, blogs	Forms and Process for Self-Assessment and Reflection	
Pinnacle 2020 Committee Strategic Plan	Establish a means for parents to provide feedback with the educator and their learner.	All	Campus Educators, Campus Administrators	Sept. 2014	June 2015	Local Funds, documented conference form, conference format change in 2 nd 9 weeks, Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors	Schedules of Conferences; Documentation of Parent Input; Parent Survey	

Pinnacle 2020 Committee Strategic Plan, IB Standards	Annually evaluate and make systematic changes that align with IB practices.	All	Campus Educators, Campus Administrators	April 2015	June 2015	Surveys, faculty meetings, parent surveys, IB Action Plan, Assistant Superintendent for Curriculum and Instruction, Curriculum Department Directors, Director of Assessment, Assistant Superintendent of Administration	Parent Survey; Student Satisfaction Survey; Educator Survey; Administrator Survey	
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Strategic Objective/Goal 4 :	Design a comprehensive instructional technology systems that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).							
Performance Objective 1:	Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust and service.							
Summative Evaluation:	Digital Citizenship Curriculum; Aligned Curriculum; Marketing Plan and Resources							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan; Parent Survey	Learners will participate in digital citizenship curriculum to ensure responsible use of technology.	All	ITeam, Campus Educators, Campus Administrators	August 2014	June 2015	TEKS, district videos and application tasks, Assistant Superintendent for Curriculum and Instruction, Curriculum Department Directors	District Definition of Digital Citizenship, Responsible use poster	
Learning Framework, IB Action Plan, Learning Portrait	Learners will showcase learning outcomes and reflections through E portfolios.	All	Campus staff, IT Specialist	August 2014	June 2015	IT specialist, librarian, google sites, blogger, 3-ring	E portfolio, parent feedback, learner explanations at conferences	

Strategic Objective/Goal 4 :	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 2:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills.							
Summative Evaluation:	Comprehensive Technology System; Assessment Tools to Evaluate Digital Citizenship Growth; Parent, Learner, and Educator Survey Feedback,							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Learning Framework, parent surveys, IB Standards	Educators will communicate weekly through digital formats.	All	Campus Staff, Campus Administrators	August 2014	June 2015	IT specialist, Librarian, digital resources	Teacher webpages, blogs, etc.	

Strategic Objective/Goal 5 :	We will create a community-based accountability system for reporting learner growth.							
Performance Objective 1:	Develop supports and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.							
Summative Evaluation:	Partnerships and Internships Accessible to CISD learners; Long Range Facility Plan							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Survey; Pinnacle 2020 Strategic Planning; Educator and Administrator Input	Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for all learners.	All	Campus Administration, Campus Educators	August 2014	June 2015	Local Funds, Bond Funds, Assistant Superintendents for Curriculum and Instruction, Administration, and Business and Support Services	Redesign Plans for Learning Spaces	

CISD DISTRICT IMPROVEMENT PLAN 2014-2015

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 and support R-Time.	Region 10	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 Agendas

Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus counselors will be trained as trainers of trainers in the Dallas Children's Advocacy Center's training on Recognizing and Reporting Child Abuse.	Region 10	Director of Advanced Academics and Campus Counselors	Training Sign-in Sheets, Training Agendas, and Training Survey Reports
2. All campus staff members will be trained in the Dallas Children's Advocacy Center's protocol on Recognizing and Reporting Child Abuse.	Region 10	Director of Advanced Academics and Campus Counselors	Training Sign-in Sheets, Training Agendas and Training Survey Reports
3. All school staff members will follow the CISD Child Abuse Reporting Protocol.	Region 10	Director of Advanced Academics and Campus Counselors	Counselor Documentation

Coordinated Health - SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 4 times per year.	Student Services Budget	Co-Chairs; Director of 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	Co-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 Programs	Communication Plan for the District and Campuses; Newsletters, Websites.
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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, SROs, 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.	PEIMS data, SROs, 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, SROs, 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, SROs, 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. Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent of Administration	Discipline Report
2. Provide professional learning opportunities to support campus character education initiatives (such as Great Expectations and Positive Behavioral Support Initiative).	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10 , 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	Campus Administration and Executive Director of Intervention Services	Eduphoria Records
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10 , and Federal Funds	Assistant Superintendent of Administration	Discipline Report
5. Students that are highly at risk of dropping out of school will be recommended for enrollment in Victory Place.	Compensatory Education Funds	High School Counselors and High School Principals	Attendance Reports, and Progress Monitoring Data of Victory Place and Rtl Students.

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS data, SROs, 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

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	GT Faculty and local funds	Director of Advanced	Communication Plan

communication with all stakeholders		Academics and Content Directors	
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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 Manager	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, Director of Professional Learning, and Communications Department	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II funds, local funds	Executive Director of HR and Director of Staff Development,	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
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1. Campuses will provide college and post high school information to all students.	High School Budgets	High School Counselors	Graduation Plans, and Post-Secondary Acceptance Data
2. 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	User Account Report
Strategies	Resources	Staff Responsible	Evaluation
4. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School Budgets	Counselors	Career Pathway Graduation Plans
5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal	Participant 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	High School 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	Campus Budgets	Campus Administrators	Student Surveys, and Four Year Plans

education in order to best serve all students.			
12. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators	Student Surveys, and Graduation Tracker Data
13. Align college readiness assessments and design intervention framework 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 2014-2015

APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
1. Build learner capacity for expository writing.	Write From the Beginning Training, and STAAR/EOC Data,	Director of Language and Literacy	AEIS Data, Writing Conference Data, and Writing Scoring Session Data
2. Align a balanced literacy program K-12.	Research-Based Best Practices	Director of Language and Literacy	Program Evaluation Report
3. Write K-8 Literacy Curriculum.	Learning Framework, Visioning Document, and TEKS	Director of Language and Literacy	Articulated Curriculum
4. Input K-12 Curriculum in Eduphoria.	CISD Learning Framework, Visioning Document, Eduphoria, and TEKS	Director of Language and Literacy	Eduphoria Reports

Math

Strategies	Resources	Staff Responsible	Evaluation
1. Transition to New State Math TEKS.	State TEKS, and Campus Instructional Math Leads	Director of Mathematics	Articulated Courses Aligned to TEKS.
2. Improve instructional practices through effective evidence-based instruction.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Classroom Walkthrough Data, and Learning Design Units
3. Continue Curriculum writing in elementary and high schools, while beginning the curriculum writing process in middle schools.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Vertically Articulated Curriculum
4. Redesign teacher cadres to create district exemplars.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Reflective Journals, Learner Products, and Learner Surveys

Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction K-12.	Foss Kits, STC Kits, and Inquiry-Based Instruction Training	Director of Science	Eduphoria Records, Science Classroom Walkthrough data, and Learning Design Units
2. Improve scientific best practices in K-12: <ul style="list-style-type: none"> Planning and Carrying Out Investigations; Analyzing and Interpreting Data; Asking Questions and Defining Problems; and Obtaining, Evaluating and Communicating Information. 	Professional Learning Communities, Professional Learning, 2012-2013 Cadre Recommendations, and Classroom Walkthrough rubric	Director of Science	Eduphoria Records, Science Classroom Walkthrough data, Learner Products, and Learning Design Units
3. Expand use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunesU	Director of Science	Completed Instructional Materials Allotment Request Forms
4. Embed information about STEM careers in K-12 classrooms.	Sally Ride Training (K-1 and 6-8), and Follow-up Support for Grades 2-5	Director of Science	Eduphoria Records, Science Classroom Walkthrough data, and Learning Design Units
5. Expand opportunities for global collaboration.	World Moon Project, Google Earth, E-PALS, and Skype	Director of Science	Local Assessments, Classroom Walkthrough data, and Learning Design Units

Social Studies

Strategies	Resources	Staff Responsible	Evaluation
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1. Create a constructivist conversation regarding Social Studies and the role of inquiry-based instruction.	Inquiry-Based Training	Director of Social Studies	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units
2. Expand the use of virtual learning design K-12.	Virtual Learning Training	Director of Social Studies	Classroom Walkthrough data, and Learning Design Units
3. Expand the use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunesU	Director of Social Studies	Classroom Walkthrough data, and Learning Design Units
4. Create a constructivist dialogue regarding high yield best practices.	John Hattie's Research	Director of Social Studies	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units

CISD DISTRICT IMPROVEMENT PLAN 2014-2015

ACRONYM INDEX

AEIS

Academic Excellence Indicator System

AP	Advanced Placement
BEST	Business Education Success Team
BTIM	Beginning Teacher Induction and Mentors
BYOD	Bring Your Own Device
C.A.R.E.	Chemical Awareness Resources & Education
CISD	Coppell Independent School District
Comp Ed	Compensatory Education
CTE	Career and Technical Education
EC	Early Childhood
EOC	End of Course
D.A.T.E.	District Award of Teacher Excellence
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)
GT	Gifted and Talented
HR	Human Resources
IB	International Baccalaureate
ICLE	International Center for Leadership in Education
IDEA	Individuals with Disabilities Education Act
ISS	In School Suspension

OSS	Out of School Suspension
PBMAS	Performance Based Monitoring Assessment
System	
PBS	Positive Behavior Supports
PEIMS	Public Education Information Management System
PST	Promoting Success Team
RtI	Response to Intervention
SCE	State Comprehensive Education
SHAC	School Health Advisory Council
SPED	Special Education
SRO	Security Resource Officer
TAKS	Texas Assessment of Knowledge and Skills
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
X2VOL	Data Warehouse for Service Learning

IT	Informational Technology
iTeam	Integration Specialist Team
LSSP	Licensed Specialist in School Psychology