



**WILSON ELEMENTARY  
CAMPUS IMPROVEMENT PLAN  
2012- 2013**

**Principal: Christopher Nester**

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**CISD 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 effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess 21<sup>st</sup> Century skills.
- **Performance Objective 6:** Integrate 21<sup>st</sup> Century learning skills within the district.
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.

**STRATEGIC OBJECTIVE/GOAL 2:** We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.

**STRATEGIC OBJECTIVE/GOAL 3:** We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21<sup>st</sup> Century technology skills.
- **Performance Objective 2:** Develop a "green" IT strategy and promote "green" initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 3:** Enhance the communication system to provide district staff, parents, community members, and business partners with secure, effective and efficient communication via a reliable and dynamic infrastructure.

**CAMPUS SITE-BASED COMMITTEE  
2012 - 13 COMMITTEE MEMBERS**

<b>CHRISTOPHER NESTER</b>	<b>PRINCIPAL</b>
<b>ANGELA MADEN</b>	<b>ASSISTANT PRINCIPAL</b>
<b>MARILU GONZALEZ</b>	<b>KINDERGARTEN TEACHER</b>
<b>SARAH YANCEY</b>	<b>1<sup>ST</sup> GRADE TEACHER</b>
<b>KARLI KAUTZ</b>	<b>2<sup>ND</sup> GRADE TEACHER</b>
<b>CRICKETT ROBERTS</b>	<b>3<sup>RD</sup> GRADE TEACHER</b>
<b>NICK COENRAAD</b>	<b>5<sup>TH</sup> GRADE TEACHER</b>
<b>HEIDI RUPLEY</b>	<b>INTERVENTION SERVICES</b>
<b>PENNY TRAMEL</b>	<b>DISTRICT REPRESENTATIVE</b>
<b>DINA CASTRONOVA</b>	<b>PTO REPRESENTATIVE/PARENT</b>
	<b>COMMUNITY MEMBER</b>



# COPPELL INDEPENDENT SCHOOL DISTRICT

## Campus Needs Assessment

List data utilized to identify the needs of your campus

- TAKS data derived from years 2003-2011
- STAAR based AYP data
- TELPAS data
- Reading level data in aware
- Staff and parent surveys
- TAKS equivalency for STAAR

List the identified needs of your campus derived from data review

**Student Achievement:**

For the first time, Wilson did not make AYP in Reading and Math. Overall, the data indicate the need to improve student achievement for LEP, economically disadvantaged and Hispanic students across all content areas. Many of Wilson's learners are identified members of all three subgroups. Specific areas of concern are:

1. 2011 TAKS Science scores – 8% drop from 2010
2. 2011 TAKS Math scores for all student groups was 95% - LEP (76%), Economically Disadvantaged (84%) and Hispanic (85%) scores were considerably lower but this does represent an improvement over 2010 TAKS scores.

To address these concerns, a monitor and tracking data collection system and a more responsive intervention system will be implemented to address student need and the rising expectation of AYP.

**School Climate/Culture:**

Through informal conversations with a variety of stakeholders, the overall climate of Wilson Elementary has been identified as a concern. All decisions, conversation, and even the intangible climate of the building should show evidence of a passionate focus on the needs of our learners. Administration needs to exercise shared decision making in order to create buy-in for any initiatives. Systems need to be in place to address concerns quickly and feedback should be provided to teachers immediately when possible. Also, there are 15 new staff members for the 2012-2013 school year. This creates a situation where time must be spent developing teamwork within the faculty in order to create a shared purpose. Teams must develop the mindset that all members are leaders in the work towards success for all student populations.

**Family and Community Involvement:**

Again, through a variety of conversations with stakeholders, several areas to be addressed have been identified. Examples include clear, concise and timely communication, regular and inclusive community events, and better publicity of school activities. Family representation on the PTO is also not reflective of the community served. The Title 1-funded parent liaison will strategically utilized to facilitate involvement of our Hispanic families. Targeted and sustained efforts are needed to ensure that all families are afforded the opportunity to be a part of the school community and their children's education.

<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 1</b>	Align the written, taught and assessed curriculum.							
<b>Summative Evaluation:</b>	Unit plans, forethought lesson plans, STAAR and curriculum based assessment data							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material /Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
TAKS/STAAR data, and CBAs	Create time within the instructional day for conversations to be conducted regarding individual student data and progress.	All	Administration, Secretary, Classroom Teachers, ESL Facilitator, and Literacy Coaches	September 2012	May 2013	Funds for substitutes (\$1,000 Title I)	Increased Student Achievement	
TAKS/STAAR data, and CBAs	Implement grade level PLC time. Adjust schedule and provide training for model.	All	Administration, and Classroom Teachers	September 2012	May 2013	Adjusted master schedule, and Team Leader book study (\$500 Title I)	Increased Student Achievement, and Team minutes	
TAKS/STAAR data, and CBAs	Purchase additional reading materials designed to close the reading achievement gap and to match student reading interest.	All	Administration, Secretary, Classroom Teachers, ESL Facilitator, and Literacy Coaches	September 2012	May 2013	Funds for materials such as I-Station, library books, and guided reading books (\$15,000 Title I)	Increased Student Achievement	
Strategic Plan, Visioning Implementation Guide; TAKS/STAAR data and CBAs	Staff will participate in discussions about effective assessment practices, constructivism and the learning framework.	All	Administration, and District Liaison	August 2012	May 2013	Visioning Institute Field Guide, CISD Learning Framework, and <u>Elements of Grading</u>	Sign-In sheets, campus implementation guide results, and evaluation results	

<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 2</b>	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Documentation of GE model school status, training documentation, STAAR and Curriculum Based Assessment data, Walkthrough documentation.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Parent and community feedback, Teacher feedback, and TAKS/STAAR data	Implement learner led conferences in the fall and spring.	All	All Campus Personnel	September 2012	May 2013	Professional development around the model	Feedback from stakeholders	
TAKS/STAAR data, and CBAs	Utilize local and out of district resources to enhance DLI.	Hispanic, ED, and LEP	Administration, and ESL facilitator	September 2012	May 2013	Professional development, and subs for classroom visits (\$3,000 Title I)	Closed achievement gap	
TAKS/STAAR data, and CBAs	Implement a comprehensive RTI system that will include utilization of literacy team and a math tutor.	All	Assistant Principal, Classroom Teachers, ESL Facilitator, Literacy Coaches, and Counselor	September 2012	May 2013	Professional development around the model and intervention methods (\$10,500 SCE for tutor)	Increased Student Achievement, and Team minutes	
Parent and community feedback, Teacher feedback, and TAKS/STAAR data	Implement the 17 practices of Great Expectations.	All	All Campus Personnel	September 2012	May 2013	Professional development around the model and intervention methods (\$17,600 Title I)	Evaluation by Great Expectation facilitator	

<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 6</b>	Integrate 21 <sup>st</sup> Century learning skills within the district.							
<b>Summative Evaluation:</b>	Documentation of Wilson learner outcomes and rubrics; Wilson innovative design plan							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Feedback from district level	Provide expert consultants for staff development in order to facilitate the determination of learner outcomes and rubrics in conjunction with designing project based learning units.	All	Administrators and Executive Director of Learning and Leading	September 2012	May 2013	Professional development around the model and time for planning	Rubrics created by teachers, and student data	
Feedback from district level	Attend professional development such as IDEO to improve leadership for innovative design.	All	Administration	September 2012	May 2013	Professional development conference (\$3,000 Title I)	Observations of Teacher lesson design	



<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 7</b>	Increase connections between real world experiences and authentic classroom instruction.							
<b>Summative Evaluation:</b>	Data from rubrics created by staff members.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material /Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Staff and parent feedback	Students will participate in at least 1 experiential/ hands-on field trip and 1 virtual field trip that are directly relevant to their learning per year.	All	I Team, and Classroom Teachers	September 2012	May 2013	Funding for buses and entrance to facilities, technology hardware, and training	Plans, student feedback	
Observations, and staff feedback	To expand real world experiences, the PBL unit planning framework will be utilized.	All	Administrators, Director of Learning and Leading, and Classroom Teachers	September 2012	May 2013	Professional development around the model and time for planning. (\$500 Title I for professional learning books)	Unit plans	

<b>Strategic Objective/Goal: 2</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective: 1</b>	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
<b>Summative Evaluation:</b>	Decrease in discipline referrals, increase in on-task behavior, increase in intrinsic motivation							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Staff and parent feedback	Utilize the GE school and classroom expectations as well as the life principles to improve school culture and the demonstration of positive character.	All	All Campus Personnel	September 2012	May 2013	Materials for display	Evaluation by Great Expectation facilitator	

<b>Strategic Objective/Goal: 3</b>	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
<b>Performance Objective: 1</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 <sup>st</sup> Century technology skills.							
<b>Summative Evaluation:</b>	Documented cumulative evidence of staff growth and use of technology showing the acquisition of 21 <sup>st</sup> century skills.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Observations, and staff feedback	Provide monthly staff development on new technologies acquired and how to seamlessly integrate them as a tool for learning.	All	I Teams	September 2012	May 2013	Time for professional development, and Campus IT specialist	Lesson plans, walkthroughs, Professional Development Technology Calendar for campus, Teacher technology goals, and faculty meeting agendas	
Ratio of student to device review, student commended performance data, and specialized population data	Acquire new and additional technology hardware and software to move toward one to one computing and customized learning.	All	Administrators, and I Team	September 2012	May 2013	Funding from local budget, PTO, and matching funds from district level (\$50,000)	Acquisition and use of technology	

<b>Strategic Objective/Goal: 3</b>	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
<b>Performance Objective: 3</b>	Enhance the communication system to provide district staff, parents, community members, and business partners with secure, effective and efficient communication via a reliable and dynamic infrastructure.							
<b>Summative Evaluation:</b>	Documentation of community attendance and feedback, parent conferences and PTO communication; budget comparison on green initiative.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Budget review, staff and parent input	Provide parents with a “green” option for receiving communication from the school, classroom and district.	All	All Campus Personnel	September 2012	May 2013	Email, adobe, Microsoft office, Google Apps for Education, and Wilson Website	Reduction in paper usage, and Wilson Website	
Observations, and staff feedback	Explore communication and business partnerships that form reciprocal relationships between the campus and community.	All	Administrators	September 2012	May 2013	Staff members time invested into searching for partnerships and discussion concerning how to form reciprocal relationships	Document meetings, trips and services	
Parent and community feedback, teacher feedback, and TAKS/STAAR data	Create a parent involvement committee designed to increase communication and involvement of all but, with a focus on the Hispanic group.	All	Administration, classroom teachers, Parent Liaison, and Counselor	September 2012	May 2013	Staff members, and Latino Family Literacy materials (\$2,000 Title I)	Increase in Hispanic volunteers, PTO board members, and parent feedback	

<b>Strategic Objective/Goal: 3</b>	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
<b>Performance Objective: 3</b>	Enhance the communication system to provide district staff, parents, community members, and business partners with secure, effective and efficient communication via a reliable and dynamic infrastructure.							
<b>Summative Evaluation:</b>	Documentation of community attendance and feedback, parent conferences and PTO communication; budget comparison on green initiative.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Parent and community feedback, and teacher feedback	Install flat screen monitors to highlight campus initiatives and events.	All	Administrators, and Technology department	September 2012	May 2013	PTO funds, activity funds, and matching funds	Parent and community feedback	

# CISD DISTRICT IMPROVEMENT PLAN 2012-2013

## 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.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All Elementary Campuses will implement and support RTime.	Region 10	Campus Principals and Campus Counselors	RTime Session Dates, RTime Session Agendas and Lessons
3. All Middle Schools will implement and support Negotiate.	Region 10	Campus Principals and Campus Counselors	Negotiate Session Dates, Negotiate Session Agendas, and Lessons
4. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
5. All 5 <sup>th</sup> Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program.	Campus Budgets	Campus Counselor	Discipline Reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports and 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	Executive Director of Leading and Learning 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	Executive Director of Leading and Learning 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	Executive Director of Leading and Learning 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	Minutes recorded and filed for each meeting
2. The council will provide the CISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs	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	Membership List
4. The district expectation is that a representative from each campus will participate in the committee	Student Services Budget	Co-Chairs	Membership List

## Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal campus report
2. High Schools will implement the Be Project to eliminate teen dating violence and promote healthy relationships.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning, 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	Executive Director of Leading and Learning, 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	Executive Director of Leading and Learning, 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 on Positive Behavioral Support cohorts.	Incident codes per campus, positive behavior support plan template, campus staff, Specialist/LSSP Region 10 (School wide PBS), and SpEd local 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 administration, Directors of SpEd, Region 10, Intervention Specialist/LSSP and SpEd local and federal funds	Campus Administration and Executive Director of Intervention Services	Eduphoria records, input from administrative staff, and input from teachers
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Incident codes per campus, positive behavior support plan template, campus staff,	Assistant Superintendent of Administration	Discipline Report
5. Students that are highly at risk of dropping out of school will be recommended for enrollment in Turning Point.	Compensatory Funds	High School Counselors and High School Principals	Monthly reports monitoring the attendance and status of students attending Turning Point.

## 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. Revise GT Scope and Sequence of Skills.	GT Faculty	Director of Advanced Academics	Copy of Revised Scope and Sequence
2. Develop GT program assessments reflecting of the learning goals and scope and sequence of curriculum.	GT Faculty and Content Directors	Director of Advanced Academics and Content Directors	Copies of used or in process of development
3. Incorporate the use of the Texas Performance Standards Projects in the secondary GT program.	GT Faculty and local funds	Director of Advanced Academics	Curriculum Documents and Student Projects
4. Work with teacher teams to refine new middle school curriculum for core GT classes in grades 6-8.	GT Faculty and local funds	Director of Advanced Academics and Content Directors	Curriculum Documents
5. Develop additional information about GT program options on the GT website to improve communication.	GT Faculty	Director of Advanced Academics	Web pages available to communicate options

## 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 <sup>st</sup> 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
1. Campuses will provide college and post high school information to all students.	High School budgets	High School Counselors	Graduation Plans, Acceptance letters to post-secondary institutions
2. Students will complete the financial aid process.	High School budgets	High School Counselors	100% of students will have completed a PELL application
3. All 9 – 12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	High School budgets	High School Counselors	List of assigned user accounts
4. All 9-12 grade students will have access to Naviance to manage the college application process.	High School budgets	High School Counselors	Acceptance letter to post-secondary institutions
5. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School budgets	Counselors	Career pathway graduation plans
6. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School budgets	High School Principal	Participants attending the meetings, surveys
7. 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	Participants attending, surveys
8. 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

<b>Strategies: Post-Secondary Preparedness</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
9. AP and PreAP courses will be open-enrollment.	Campus budgets	Counselors	Number of students completing AP course Number of students passing AP exams
10. 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
11. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus budgets	Campus Administrative Team	Student surveys and four year plans
12. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrative Team	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 department, Campus Administration and teachers.	Student surveys and graduation tracker data

### **Suicide Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. All staff members will be trained in the CISD suicide Prevention Protocol.	Campus Budgets	Campus Principal and Counselors	Training sign-in sheets, Training agendas and Training Survey Reports

## Appendix B: Components of a School-wide Plan

Components of a School-wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Comprehensive Needs Assessment	<p>Includes a variety of data gathered from multiple sources.</p> <p>Examines student, teacher, school and community strengths and needs.</p>	STAAR data, grade level common assessments, Reading level data, surveys, teacher, parent, and community feedback.
School-wide reform strategies	<p>Opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement</p> <p>Use effective methods and instructional strategies that are based on scientifically based research:</p> <ul style="list-style-type: none"> <li>i. Strengthen core academic programs</li> <li>ii. Increase amount and quality of learning time</li> <li>iii. Strategies for meeting educational needs of underserved populations</li> </ul>	Strategies such as the Great Expectations model as well as a comprehensive RTI program ensure that students in each Tier of instruction receive support necessary to be successful.
Instruction by Highly Qualified Professional Staff	<p>Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers.</p> <p>All teachers are assigned to the areas in which they are certified to teach.</p>	SBEC records show that all staff members are highly qualified and placed according to their certification.

<b>Components of a School-wide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
Highly-qualified and Ongoing Professional Development	<p>All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the school-wide program.</p> <p>All staff receives ongoing and sustained professional development that is aligned with the goals of the new vision plan.</p>	Staff meets two times per month for professional development after school. The content is determined based on the data and feedback provided from formative and summative assessments of the learners and the educators.
Strategies to Attract Highly Qualified Staff	The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.	Only the best teachers are permitted to educate the students in Coppell and within the attendance zone of Wilson Elementary. High need area teachers such as bilingual teachers are attracted with stipends annually.
Strategies to Increase Parental Involvement	<p>Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a broad spectrum of school decisions.</p>	A parent liaison has been contracted to aide in communicating and involving the community surrounding Wilson with a special emphasis on the Hispanic population.
Preschool Transition Strategies	<p>Collaboration is evident between the Elementary School and preschool programs.</p> <p>Specific strategies for transitioning students' into the elementary setting have been identified and implemented.</p>	Several events are conducted to establish and support a positive transition between preschool and elementary school. These programs range from Kindergarten Round-Up to Summer Pre-Assessments to Meet and Greet events to Curriculum Night.

<b>Components of a School-wide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	<p>The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.</p> <p>Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards.</p> <p>Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.</p>	A comprehensive RTI program has been established to screen, monitor, and place students in a 3 tier system for specialized support. Continued monitoring is provided to show progress and future placement. A combination of personnel including but not limited to two literacy coaches, MLI educator, and an ESL facilitator provide support to the classroom educators and to the students themselves.
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.	The campus is currently involved in the planning process surrounding the development of a new long term vision that will provide a sustained collaborative environment where the educators will honor the cultures of our learners and nurture each learner's dreams and aspirations in preparation for them to make unique contributions to our global community.
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	Our educators meet weekly to determine the appropriate assessments that students will be administered, develop the assessment, and then to analyze the data derived from the assessment to then determine future instruction.