



AUSTIN ELEMENTARY CAMPUS IMPROVEMENT PLAN 2014- 2015

COOPER HILTON, PRINCIPAL

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 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 the learner success.

- **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 21st Century technology skills.

STRATEGIC OBJECTIVE/GOAL 5: We will create a community-based accountability system for reporting learner growth.

- **Performance Objective 1:** Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.

CAMPUS SITE-BASED COMMITTEE 2014 - 2015 COMMITTEE MEMBERS

NAME OF PARTICIPANT	COMMITTEE ROLE
ALLY SAXON	CHAIRPERSON- TEACHER
JANELL THACH	MEMBER- TEACHER
BETH COOK	MEMBER- TEACHER
HEATHER NARAGON	MEMBER- TEACHER
MAY VOLTZ	MEMBER- TEACHER
LAUREN HOLCOMBE	MEMBER- TEACHER
COOPER HILTON	MEMBER- PRINCIPAL
BRANDON GIRARD	MEMBER- ASSISTANT PRINCIPAL
JESSI IRIZARRY	MEMBER- PARENT
BILLIE WARD	MEMBER- BUSINESS
KRISTI SCATES	MEMBER- COMMUNITY



Campus Needs Assessment

List data utilized to identify the needs of your campus

Campus Assessment Data (STAAR, TELPAS, MAP, CoGAT, District Assessments)
Parent/Community Input
Learner Interest Surveys
Attendance Data
Walkthrough/Observation Data
Educator Goal Setting
2013-2014 CIP
Technology Inventory
Response to Intervention Process/Data
Visioning Document
Learning Framework
Curriculum Department Feedback/Input
PTO Meetings/Agendas
CISD Principal Academy
Feedback from District PBL coaches
Standards Based Report Cards
Educator Goals
Enrichment Cluster Showcases
Discipline Records
Learning Rounds

List the identified needs of your campus derived from data review

- Professional Learning to address gap in achievement with Hispanic and Economically Disadvantaged subpopulations
- Increased opportunities for student voice/choice and interests
- Further implementation of the School wide Enrichment Model
- Professional Learning to deepen understanding of Curriculum Compacting (including creation of preassessments)
- Further professional learning in Project Based Learning (PBL)
- Increased communication between school and home
- Professional Learning regarding differentiation in the math classroom
- Training on Balanced Literacy strategies for ELAR educators
- Opportunities to deepen understanding and actualization of the Learning Framework
- PD to address performance in Science content areas
- Further utilization of Future Ready Outcomes to address future ready skills

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, Educator Summative Evaluations, Curriculum Department Feedback							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material /Fiscal	Formative Evaluation	Documented
Visioning Document, Walkthrough Data, STAAR Data	Prioritize campus PD based on needs assessment using 5 sections of Learning Framework	All	Principal, AP, Campus Leadership Team	August 2014	August 2014	Learning Framework, Campus Pedagogy, Campus Professional Learning Plan	Leadership Team Meeting minutes, Draft Professional Learning Plan	Final Professional Learning Plan
Visioning Document, Walkthrough Data, STAAR Data, Curriculum Department Input, CISD Principal Academy	Create Professional Learning Plan that aligns with 5 sections of the Learning Framework	All	Principal, AP, Campus Leadership Team	August 2014	August 31, 2014	Learning Framework, Campus Pedagogy, Campus Professional Learning Plan	Leadership Team Meeting minutes	Final version of PD plan submitted to Director of Professional Learning
CISD Principal Academy, Curriculum Department Input, Visioning Document, Implementation Matrix, Learning Framework	Provide professional learning on the CISD Learner Profile and develop an understanding of its impact on elementary schools	All	Administrators, Educators	August 2014	August 2014	CISD Learner Profile, Learning Framework, Campus Pedagogy	Products created by educators to illustrate the Learner Profile	

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:	Campus PBL Units, STAAR Data, Learning Interest Inventories, Enrichment Clusters							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Interest Surveys, PTO Input, Walkthrough/ Observation Data, STAAR Data, MAP Data, Educator Feedback, School wide Enrichment Model	Expand implementation of the School wide Enrichment Model through increased number of Brown Bag Lunches, increased use of learner interest when designing lessons, and design of more authentic enrichment Clusters	All	Administration, Educators, SEM Coordinator, Content Directors, Community Facilitators	August 2014	June 2015	Title I Funds (approx. \$5000 for SEM materials), <u>Your Child's Strengths</u> , Campus Activity Funds	Learner Reflections, Educator Learning Design Templates, Parent Feedback	
Interest Surveys, PTO Input, Walkthrough/ Observation Data, STAAR Data, MAP Data, Educator Feedback	Implement professional learning to target scaffolding using the Learning Design Template	All	Administration, Content Directors, Curriculum Department	August 2014	June 2015	Curriculum Department, Content Directors, CISD Learning Design Template	Euphoria Data, Educator Reflections, Design Templates	

STAR Chart, Educator Feedback, Student/Parent Survey, Walkthrough Data	Provide 4 th /5 th grade educators with professional learning to target effective practices related to implementing virtual learning opportunities	4 th /5 th	Administration, iTeam, 4 th /5 th Grade Educators	Sept. 2014	June 2015	iTeam, Local Budget	Educator Learning Design Templates, iTeam Feedback	
Interest Surveys, PTO Input, Walkthrough/ Observation Data, STAAR Data, MAP Data, Educator Feedback	Send campus team to National Learning Forward Conference and target sessions on PBL, Learning Design, and Gifted and Talented	All	Administration, Content Specialists, GT Specialist	December 2014	December 2014	Local Budget	Campus Professional Learning, Educator Learning Design Templates, Educator Reflections	
Interest Surveys, PTO Input, Walkthrough/ Observation Data, STAAR Data, MAP Data, Educator Feedback	Conduct a site visit to the UT Tyler Innovation Academy to further understand promoting creativity in the learning process	All	Administration, Director of Professional Learning, Content Specialists	August 2014	December 2014	Title I Funds (\$600 for substitutes for participants)	Educator PBL Design Templates, Educator Reflections	

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:	Educator Learning Design Templates aligned with district Scope and Sequence and state TEKS							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material /Fiscal	Formative Evaluation	Documented
Educator Feedback, Lesson Plans, STAAR Data, Walkthrough Data, MAP Data	Fully implement the use of the CISD Learning Design Template for lesson design	All	Administration, Team Leaders, Content Specialists, Educators	August 2014	December 2014	CISD Learning Design Template	Educator Learning Design Templates	
STAAR Data, TELPAS Data, MAP Data, Walkthrough / Observation Data, Educator Feedback	Align classroom math instruction with the new math standards and adoption	All	Administration, Math Content Specialist, Math Content Director, Math Coach	August 2014	December 2014	Math Adoption Materials, TEKS, Local Budget, CISD Scope and Sequence, Splash Screens	Educator Learning Design Templates	
STAAR Data, TELPAS Data, MAP Data, Walkthrough / Observation Data, Educator Feedback; System Safeguards Data	Provide educators with professional learning to target differentiation in the math classroom to promote success of Austin's systems safeguard groups	H, ED	Administration, Math Content Specialist, Educators	October 2014	June 2015	Region X Consultant, Title I Funds (\$700)	Walkthrough / Observation Data, MAP Data	
STAAR Data, TELPAS Data, MAP Data, Walkthrough / Observation Data, Educator Feedback	Effectively use Vertical Teams to plan, disaggregate data, and provide professional learning in each content area	All	Administration, Content Specialists, Educators, Leadership Team	Sept. 2014	June 2015	Content Specialists, Content Directors	3 rd Wednesday Vertical Team Meetings	

STAAR Data, TELPAS Data, MAP Data, Walkthrough / Observation Data, Educator Feedback	Provide professional learning on student goal-setting for each educator and conduct goal setting with each learner at beginning, middle, and end of year	All	Administration, Educators	October 2014	June 2015	MAP Data, Grade Level PLC Time	Educator/Student Goals	
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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 curricular areas.							
Summative Evaluation:	Walkthrough/Observation Data, Assessment Data, Learning Design Templates							
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 / Observation Data, Educator Feedback	Provide professional learning on Curriculum Compacting in SEM units, beginning with designing pre-assessments	All, GT	Administration, GT Specialist	August 2014	June 2015	GT Specialist, School wide Enrichment Model, Title I Funds (approx. \$1,400 for materials/subs)	Curriculum Compacting Learner Reflections, Educator Records, GT Folders	
Standards Based Report Cards, MAP Data, Educator Feedback, Parent Survey	Deepen understanding of the effectiveness of Standards Based Report Cards in K-4	K-4	Administration, Educators, Curriculum Department	August 2014	June 2015	Standards Based Report Cards	Standards Based Report Cards	
STAAR Data, TELPAS Data, MAP Data, Walkthrough / Observation Data, Educator Feedback	Provide educators with professional learning to target research-based balanced literacy strategies for at-risk learners	All	Administration, Literacy Coach, ELAR Content Specialist, ELAR Content Director	July 2014	October 2014	Title I Funds (\$1350 for Consultant / \$1200 for substitutes), Language Arts TEKS, Literacy Consultant (Lisa Prekosovich)	Walkthrough Data, Curriculum Department Feedback, Learning Design Template	
Interest Surveys, PTO Input, Walkthrough/ Observation Data, STAAR Data, MAP Data, Educator Feedback	Expand implementation of PBL learning design framework	All	Administration, Educators, Content Specialists	August 2014	June 2015	PBL Design Template, Critical Friends w/ Wilson Elem and VRE, Local Funds	Educator PBL Unit Templates, End product/service	

STAAR Data, TELPAS Data, MAP Data, Walkthrough / Observation Data, District Input	Establish and implement a plan to address needs identified in System Safeguards from the Federal Accountability System	H, ED	Administration, Content Directors, Assessment Department	August 2014	June 2015	Local Funds, Department of Assessment, SCE Funds (\$7900 for Rtl Tutor)	Assessment Data, Safeguard Plan	
Interest Surveys, PTO Input, Walkthrough Data, STAAR Data, MAP Data, Educator Feedback	Expand School wide Enrichment Model through the use of educator SEM Design planning days	All	Administration, Educators, SEM Coordinator	August 2014	April 2015	School wide Enrichment Model, SEM Coordinator, Title I Funds (\$2600 for substitutes)	Educator Learning Design Template, E-Time/Cluster Experiences, Educator Reflections, 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 #5	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.							
Summative Evaluation:	Expanded database of community/parent partners, Learner "Internships"							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material /Fiscal	Formative Evaluation	Documented
School wide Enrichment Model, Educator Feedback, Enrichment Cluster Showcases	Expand the number of Parent/Community Enrichment Cluster Facilitators and Brown Bag presenters	All	Administrators, SEM Coordinator, PTO	August 2014	June 2015	School wide Enrichment Model, Social Media, Volunteer Database, CISD Director of Marketing and Business Partnerships	Enrichment Clusters	
School wide Enrichment Model, Educator Feedback, Enrichment Cluster Showcases, Parent Input	Continue to build the volume of Parent/Community volunteers in our SEM database through parent interest surveys, PTO meetings, and social media	All	Administrators, SEM Coordinator, PTO	August 2014	June 2015	Social Media, School wide Enrichment Model, Database, CISD Director of Marketing and Business Partnerships	Expansion of Database, Volunteer Feedback	
Educator/Learner Feedback, School wide Enrichment Model, Parent Input, Campus Assessment Data	Create campus-based learner "Internships" to provide students with opportunities to explore areas of interest and gain authentic experience in various fields	3 rd -5 th	Administrators, SEM Coordinator, Educators, Nurse, iTeam, Librarian	Sept 2014	June 2015	School wide Enrichment Model, SEM Coordinator	Applications for Internships, Learner Reflections	

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 skills.							
Summative Evaluation:	Utilization of Austin Elementary Future Ready Outcomes in PBL Unit Templates and the CISD Learning Design Template							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material /Fiscal	Formative Evaluation	Documented
PBL Units, Educator Feedback, District Input, Assessment Data	Utilize campus-adopted Future Ready Outcomes in design of PBL units and classroom lessons	All	Administration, Educators, Team Leaders	August 2014	June 2015	Learning Framework, Austin Elementary Future Ready Outcomes	PBL Design Templates, Learning Design Templates	
PBL Units, Educator Feedback, District Input, Assessment Data	Utilize a rubric to assess learner performance on Future Ready Outcomes	All	Administration, Educators, Team Leaders	August 2014	June 2015	Learning Framework, Austin Elementary Future Ready Outcomes, Future Ready Outcomes Rubric	PBL Design Templates, Learning Design Templates, PTO Meetings, Social Media, Use of Future Ready Outcome Rubric	

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 learning skills within the district.							
Summative Evaluation:	PBL Unit Design and Learning Design Templates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PBL Units, Educator Feedback, District Input, Assessment Data	Use the Learning Framework to guide the integration of Future Ready Outcomes into learning outcomes	All	Administration, Educators, Team Leaders	August 2014	June 2015	Learning Framework, Austin Elementary Future Ready Outcomes	PBL Design Templates, Learning Design Templates, Standards Based Report Cards	

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 experiences and authentic classroom instruction.							
Summative Evaluation:	PBL and Enrichment Cluster Products/Services, Student Survey							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Interest Surveys, PTO Input, Walkthrough/ Observation Data, STAAR Data, MAP Data, Educator Feedback	Expand implementation of the School wide Enrichment Model through Enrichment Clusters to provide additional opportunities for learners to connect with real world learning experiences	All	Administrators, SEM Coordinator, Educators	August 2014	June 2015	School wide Enrichment Model, Title I Funds (approx. \$5000 for SEM materials), Campus Activity Funds	Student Surveys, Cluster Showcases, Brown Bag Lunch Sign-Ups, Compacting Reflections	
Walkthrough/ Observation Data, STAAR Data, Interest Surveys, School wide Enrichment Model, MAP Data, District Input	Develop partnerships to provide opportunities for learners to connect locally and globally through the School wide Enrichment Model	All	Administrators, SEM Coordinator, Director of Enrichment, Educators, Director of Marketing and Business Partnerships	August 2014	June 2015	School wide Enrichment Model, Campus Activity Funds, Social Media, Director of Marketing and Business Partnerships	Cluster Showcases, Learner/Educator Reflections, Community Partnership Database	
Interest Surveys, PTO Input, Walkthrough/ Observation Data, STAAR Data, MAP Data, Educator Feedback	Expand K-5 implementation of Project Based Learning	All	Administrators, Educators, Curriculum Team, PBL Coaches	August 2014	June 2015	Local Funds, PBL Coaches	PBL Unit Templates, Educator Feedback	

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:	Campus Assessment Data, Stakeholder Feedback, District Feedback							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
STAAR Data, MAP Data, Walkthrough/ Observation Data, Educator Feedback	Effectively implement all components of the CISD Educator Evaluation system	All	Administrators, Curriculum Department, Human Resources	August 2014	June 2015	Educator Evaluation System, Eduphoria Appraise	Educator Goal Setting, Walkthroughs, Observations, Summative Reports	
STAAR Data, TELPAS Data, MAP Data, Walkthrough / Observation Data, Educator Feedback	Create campus data team to disaggregate data to better meet the needs of learners	All	Administration, Educators	October 2014	June 2015	MAP Data, Grade Level PLC Time	Educator / Learner Goals, Data Team Agenda/Minutes	
STAAR Data, TELPAS Data, MAP Data, Walkthrough / Observation Data, Educator Feedback	Effectively use Vertical Teams to plan, disaggregate data, and provide professional learning in each content area	All	Administration, Content Specialists	August 2014	June 2015	Content Vertical Teams, Content Specialists, Student Performance Data	3 rd Wednesday Vertical Team Meetings	
STAAR Data, Walkthrough/ Observation Data, Educator Feedback, STAR Chart, MAP Data	Create and implement a plan for blended learning in grades 4/5, including professional learning for teachers and education for parents	4 th /5 th	Administration, iTeam, 4 th /5 th Grade Educators	October 2014	June 2015	iTeam, Blended Learning Grant, PTO Meetings	Creation of plan for roll-out, Educator Trainings/ Reflections, Parent Meetings	

STAAR Data, Professional Learning Plan, Walkthrough/ Observation Data, Educator Goals	Utilize “Fed Ex” professional learning sessions each 2 nd Wednesday to allow educators to target personal/campus goals for improvement	All	Administrators, Educators	Sept. 2014	May 2015	Today’s Meet Forum for Educator Reflection and Tracking	Today’s Meet Reflections, Educator Goal Setting	
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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 #10	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.							
Summative Evaluation:	Learner/Educator Goals, Student Assessment Data, Professional Learning Plan							
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 / Observation Data, Educator Feedback	Provide professional learning on student goal-setting for each educator and conduct goal setting with each learner at beginning, middle, and end of year	All	Administration, Educators	October 2014	June 2015	MAP Data, Grade Level PLCs, S.M.A.R.T. Goal-Setting Materials,	Educator/ Learner Goals, MAP Data	
STAAR Data, TELPAS Data, MAP Data, Walkthrough/ Observation Data, Educator Feedback, District Input	Utilize 3 rd Wednesday Content Vertical Team meetings to gather, disaggregate, and interpret campus assessment data and inform campus professional learning	All	Administration, Curriculum Team, Content Specialists, Vertical Teams	Sept. 2014	June 2015	Content Vertical Teams, Campus Assessment Data, CISD Learning Design Template	Vertical Team Minutes, Professional Learning Plan	

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:	Student Assessment Data, Stakeholder Surveys							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Student Survey, STAAR Data, TELPAS Data, MAP Data, Educator Feedback, Discipline Records	Expand implementation of Great Expectations curriculum to campus-wide as a means of creating a strong campus culture for all learners	All	Administrators, Educators	August 2014	June 2015	Great Expectations, Title I Funds (\$300 for GE Team Planning), Campus Activity Funds, Campus GE Leaders	Walkthrough/ Observation Data, Rise & Shine Assemblies	
Student Survey, Discipline Records, District Input, Educator Input	Provide 3 rd -5 th grade educators and support staff with Love and Logic training	3 rd -5 th grades	Administrators, Intervention Services, 3 rd -5 th Educators	Sept 2014	Dec 2014	Love and Logic Training	Pre and Post Educator Survey, Eduphoria Records	
TELPAS Data, STAAR Data, LPAC Reports, MAP Data, District Input	Create a customized plan for learners that did not advance one level on TELPAS	ESL	Administrators, Educators, ESL Facilitator, Curriculum Department	Sept 2014	October 2014	TELPAS Data, LPAC Documents, ESL Facilitator	TELPAS Plans	

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:	Student Assessment Data, Stakeholder Surveys							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
STAAR Data, MAP Data, TELPAS Data, Student Survey, Educator Feedback, Systems Safeguard Reports	Provide educators with professional learning targeting differentiation for gaps within groups.	H, ED	Administrators, Leadership Team	Sept 2014	June 2015	Region X Consultant, Title I Funds (\$700 for substitutes)	Educator Reflections, Assessment Data, Eduphoria Records	
Interest Surveys, PTO Input, Walkthrough/ Observation Data, STAAR Data, MAP Data, Educator Feedback, School wide Enrichment Model	Send a campus team of grade level team leaders to Region 10's A <i>Courageous Conversation: Developing the Social Emotional Health of Culturally Diverse Learners.</i>	All	Administrators, Team Leaders	January 2015	January 2015	Local Funds, Region 10 Service Center	Attendance at Training, Campus Follow-Up Training	

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 and Courtesy, Responsibility, Fairness, Caring, Good Citizenship, and School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Student Survey Data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Student Survey, STAAR Data, TELPAS Data, MAP Data, Educator Feedback, Discipline Records	Target Life Principles of the Great Expectations Program to support positive character development school wide	All	Administrators, Educators, Counselor	August 2014	June 2015	Great Expectations, Title I Funds (\$300 for GE Leader Planning in August), Campus Activity Funds, Campus GE Leaders	Walkthrough/ Observation Data, Rise & Shine Assemblies, Discipline Records, Morning Announcements, Classroom "Calls to Excellence"	
Student Survey, Discipline Records, District Input, Educator Input	Promote learners taking responsibility for their behavior through the implementation of Love and Logic	3 rd -5 th grades	Administrators, Intervention Services, 3 rd -5 th Educators, Counselor	Sept. 2014	Dec. 2014	Love and Logic Training	Pre and Post Educator Survey, Eduphoria Records	

Strategic Objective/Goal 3:	We will foster proactive and reciprocal communication for learner success.							
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:	Campus Stakeholder/Volunteer Database							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Interest Surveys, Parent Input, Educator Feedback, Student Performance Data	Expand campus partnerships and stakeholder/volunteer database to enhance educator PBL units and the School wide Enrichment Model	All	Administrators, SEM Coordinator, Director of Marketing and Business Development	August 2014	June 2015	Stakeholder Interest Surveys, Campus Volunteer Database	Stakeholder Interest Surveys, Campus Volunteer Database	
Interest Surveys, Parent Input, Educator Feedback, Student Performance Data	Expand use of social media to involve and invite community stakeholders to engage in the School wide Enrichment Model	All	Administrators, SEM Coordinator, Educators, PTO President	August 2014	June 2015	Campus Twitter / Facebook Accounts, ParentLink System, School Website, SEM Blog	Showcase Attendance, SEM Community Facilitators	

Strategic Objective/Goal 3:	We will foster proactive and reciprocal communication for learner success.							
Performance Objective #2	Create a system to communicate foundational and future-ready skills for each learner.							
Summative Evaluation:	Standards Based Report Cards, Total Talent Portfolios							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Standards Based Report Cards, MAP Data, Educator Feedback, Parent Survey	Deepen understanding of the effectiveness of Standards Based Report Cards in K-4	All	Administrators, Educators, Curriculum Department	August 2014	June 2015	Standards Based Report Cards	Standards Based Report Cards	
Interest Inventories, Student Survey, Educator Feedback, Campus Assessment Data, Standards Based Report Cards	Utilize Total Talent Portfolios to gather data on learners' skills, interests, experiences, and reflections	All	Administrators, SEM Coordinator, Educators	August 2014	June 2015	School wide Enrichment Model, Total Talent Portfolios	Total Talent Portfolios	
District Input, Educator Feedback, Student Survey, Campus Assessment Data, Standards Based Report Cards	Provide students feedback regarding campus Future Ready Outcomes using the Future Ready Outcome rubric	All	Administrators, Educators	August 2014	June 2015	Future Ready Outcomes, Rubric, Standards Based Report Cards	Future Ready Outcomes Rubric, Learner Goal-Setting	

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 parents and collectively to stakeholders.							
Summative Evaluation:	Campus Future Ready Outcomes, Campus Collection of Learner Products/Services							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
PBL Units, Educator Feedback, District Input, Assessment Data	Inform campus stakeholders on the use of campus Future Ready Outcomes	All	Administration, Educators, Team Leaders	August 2014	June 2015	Learning Framework, Austin Elementary Future Ready Outcomes	PBL Design Templates, Learning Design Templates, PTO Meetings, Social Media	
Student Reflections, Educator Feedback, Parent Survey, Cluster Showcases	Curate a campus collection of SEM Cluster products and services to share with stakeholders	All	Administrators, SEM Coordinator, Educators	August 2014	June 2015	School wide Enrichment Model, Digital Tools, Cluster Products/Service	Campus Collection of Products/ Services	
STAAR Data, TELPAS Data, MAP Data, Walkthrough / Observation Data, District Input	Utilize learner-led conferences as a means to communicate student progress and increase student ownership of assessment data	All	Classroom Educators	Sept 2014	May 2015	Parent Conferences	Educator Records, Student Conference-Planning Forms	

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.							
Summative Evaluation:	Digital Citizenship/Literacy Lessons							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAR Chart, Educator Feedback, Student/Parent Survey, Walkthrough Data	Provide 4 th /5 th grade educators with professional learning to integrate appropriate digital citizenship practices within virtual learning opportunities	4 th /5 th	Administration, iTeam, 4 th /5 th Grade Educators	Sept. 2014	June 2015	iTeam, Local Budget	Educator Learning Design Templates, iTeam Feedback	
STAR Chart, Educator Feedback, Student/Parent Survey, Walkthrough Data	Provide CISD Digital Literacy course to all learners (K-5) and provide follow-up lessons	All	Administrators, iTeam, Educators	Sept. 2014	June 2015	CISD Digital Literacy Course	Educator Records	
STAR Chart, Educator Feedback, Student/Parent Survey, Walkthrough Data	Communicate campus digital citizenship expectations/practices with stakeholders	All	Administrators, iTeam, Educators	August 2014	June 2015	CISD Digital Literacy Course, Campus BYOD Policy, Social Media, Parent Link	Social Media, Parent Link Messages, PTO Minutes	

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:	Professional Learning Plan, Eduphoria "Workshop" Records							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data, Professional Learning Plan, Walkthrough/ Observation Data, Educator Goals	Utilize campus technology integration specialist to build staff's technology integration proficiency	All	Administrators, Educators, iTeam	Sept 2014	May 2015	iTeam Member, "Tech Time" Meetings	Educator Goal Setting, "Tech Time Meetings"	
STAAR Data, Professional Learning Plan, Walkthrough/ Observation Data, Educator Goals	Feature exemplar technology integration lesson designs via the "Mustang Weekly" and faculty meetings	All	Administrators, Librarian, Educators, iTeam	Sept 2014	June 2015	CISD Information Literacy Course, "Mustang Weekly" Smore, iTeam	Faculty Meeting Agendas, "Mustang Weekly" Smore	
STAR Chart, Professional Learning Plan, Educator Feedback, Educator Goals, Student Survey	Send campus team to Texas Computer Education Association Annual Conference to bring learning back to staff	All	Administrators, Educators	February 2015	February 2015	Local Funds	Campus Trainings, Educator Reflections	
Educator Feedback, District Input, Educator Goals, STAAR Data, Walkthroughs/ Observations	Use the SAMR model of technology integration as a tool for assessing and developing technology integration professional learning	All	Administrators, Educators, iTeam	August 2014	June 2015	iTeam Member, "Tech Time" Meetings, SAMR Model	Eduphoria Records, iTeam Feedback, Walkthroughs/ Observations	

Strategic Objective/Goal 5:	We will create a community-based accountability system for reporting learner growth.							
Performance Objective #1	Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.							
Summative Evaluation:	Campus/Community Partnerships, Redesigned Learning Spaces							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Student Survey, Campus Assessment Data, Parent Input, Interest Inventories, Walkthrough/ Observation Data	Utilize service learning opportunities as means to engage the community and expand learning opportunities beyond the campus	All	Administrators, Educators, Curriculum Department, SEM Coordinator	August 2014	June 2015	School wide Enrichment Model, PBL Planning Template, Community Partners	Enrichment Clusters, PBL Planning Templates	
Educator Input, Walkthrough/ Observation Data, Learning Rounds, District Input	Target learning areas within the building to redesign and use to promote flexible learning opportunities	All	Administrators, Educators	October 2014	June 2015	Local Funds, Campus Walks	Plans for Redesign	

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.

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 Advance 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 Report, 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 communication with all stakeholders	GT Faculty and Local funds	Director of Advanced Academics and 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 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
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
4. Counseling and career guidance will be available to help	High School Budgets	Counselors	Career Pathway Graduation Plans

students with certification and technical opportunities.			
Strategies	Resources	Staff Responsible	Evaluation
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 education in order to best serve all students.	Campus Budgets	Campus Administrators	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 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

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.	Learning Framework, Visioning Document, Eduphoria, and Curriculum	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	Classroom Walkthrough data, and Learning Design Units
2. Focus on improving 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, 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	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
1. Create a constructivist conversation regarding Social Studies and the role of inquiry-based instruction.	Inquiry-Based Training	Coordinator 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	Coordinator 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	Coordinator of Social Studies	Classroom Walkthrough data, and Learning Design Units
4. Create a constructivist dialogue regarding high yield best practices.	John Hattie's Research	Coordinator of Social Studies	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units

CISD DISTRICT IMPROVEMENT PLAN 2014-2015
APPENDIX C: COMPONENTS OF A SCHOOL-WIDE TITLE I PROGRAM

Components of a School-wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	<ul style="list-style-type: none"> • Campus Assessment Data • Learner Interest Surveys • Student Satisfaction Survey • Visioning Document Implementation Matrix • Learner/Educator SEM Reflections • District Input
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> <ol style="list-style-type: none"> Strengthen core academic programs Increase amount and quality of learning time Strategies for meeting educational needs of underserved populations 	<ul style="list-style-type: none"> • School wide Enrichment Model Implementation • Project Based Learning Implementation in All Grade Levels • Improvement/Streamline of Campus RtI Process and Interventions • Attendance at National Learning Forward Conference • Book Study of <u>Your Child's Strengths</u> • Grade Level PLC Times • School wide Enrichment Model Cluster Showcases • Vertical Team Meetings
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>	<ul style="list-style-type: none"> • Hiring of educators that meet requirements of "Highly Qualified" • Requirement that all instructional staff hold ESL and GT certification • Communication of "Highly Qualified" status to Austin stakeholders
Components of a School-wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion

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>	<ul style="list-style-type: none"> • Campus Professional Learning Plan aligned with CISD Learning Framework • Continued Professional Learning in SEM Gifted Pedagogy for all learners • Continued Professional Learning for Implementation of Project Based Learning • “Fed Ex” Professional Learning time to address individual educator goals • Campus Improvement Plan • Requirement of all instructional staff to hold ESL and GT certification
Strategies to Attract Highly Qualified Staff	<p>The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.</p> <p>Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.</p>	<ul style="list-style-type: none"> • CISD BEAM mentor program for all new and 2nd year educators • Campus planning days for new educators and mentors • New hire School wide Enrichment Model Orientation
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>	<ul style="list-style-type: none"> • Use of variety of social media outlets • Campus and SEM Brochure • PTO Meetings • SEM Cluster Showcases • Use of community stakeholders to facilitate SEM Clusters • Creation of campus volunteer database • Campus Community Events (Veterans Day, Holiday Feasts, Mentor Breakfasts, Grandparents Day, PTO Family Nights, etc) • Parent Survey • Parent/Community participation in SBDM • Curriculum Nights • Meet & Greet / Open House

Preschool Transition Strategies	<p>Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.)</p> <p>Specific strategies for helping students' transition into the elementary setting have been identified and implemented.</p>	<ul style="list-style-type: none"> • Child Find Procedures • Meet & Greet • Back to School Introductory Video • Curriculum Nights • PTO Family Nights • Kindergarten Round-Up
Components of a School-wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
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>	<ul style="list-style-type: none"> • Improvement/Streamline of Campus Rtl Process • School wide Enrichment Model • Student Goal-Setting • Grade Level / Individual Educator "Data-Chats" • Progress Monitoring • MAP Assessments • DRA2 Assessments • Campus Failure Reports • Campus-wide Implementation of PBL • Learner-led Conferences
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.	<ul style="list-style-type: none"> • Professional Learning Plan • Campus Improvement Plan • Campus Instructional Pedagogy aligned with CISD Learning Framework • Site Based Decision Making Committee
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	<ul style="list-style-type: none"> • Vertical Team Meetings • Grade Level PLCs • Visioning Document Implementation Matrix • Leadership Team Brainstorming • Team Leader Meetings • Rtl Process/Meetings

CISD DISTRICT IMPROVEMENT PLAN 2014-2015

ACRONYM INDEX

AEIS	Academic Excellence Indicator System	IT	Informational Technology
AP	Advanced Placement	iTeam	Integration Specialist Team
BEST	Business Education Success Team	LSSP	Licensed Specialist in School Psychology
BTIM	Beginning Teacher Induction and Mentors	OSS	Out of School Suspension
BYOD	Bring Your Own Device	PBMAS	Performance Based Monitoring Assessment System
C.A.R.E.	Chemical Awareness Resources & Education	PBS	Positive Behavior Supports
CISD	Coppell Independent School District	PEIMS	Public Education Information Management System
Comp Ed	Compensatory Education	PST	Promoting Success Team
CTE	Career and Technical Education	RtI	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
GT	Gifted and Talented	TAKS	Texas Assessment of Knowledge & Skills
HR	Human Resources	TEA	Texas Education Agency
IB	International Baccalaureate	TEC	Texas Education Code
ICLE	International Center for Leadership in Education	TEKS	Texas Essential Knowledge & Skills
IDEA	Individuals with Disabilities Act	x2VOL	Data Warehouse for Service Learning
ISS	In School Suspension		