



# **WILSON ELEMENTARY CAMPUS IMPROVEMENT PLAN 2014- 2015**

**CHRIS NESTER, PRINCIPAL**

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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 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 21<sup>st</sup> 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**

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>CHRISTOPHER NESTER</b>	<b>PRINCIPAL</b>
<b>BETSY CUMMINS</b>	<b>ASSISTANT PRINCIPAL</b>
<b>KRISTY CASH</b>	<b>KINDERGARTEN TEACHER</b>
<b>ANNA PURYEAR</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>KATHRYN ONDELACY</b>	<b>4<sup>TH</sup> GRADE TEACHER</b>
<b>SARAH YANCEY</b>	<b>5<sup>TH</sup> GRADE TEACHER</b>
<b>LORI MOORE</b>	<b>SPECIALS</b>
<b>HEIDI RUPLEY</b>	<b>INTERVENTION SERVICES</b>
<b>LAURIE O'NEILL</b>	<b>DISTRICT REPRESENTATIVE</b>
<b>MONICA SPYCHALSKI</b>	<b>PTO REPRESENTATIVE/PARENT</b>
<b>ADRIANA VARELA</b>	<b>COMMUNITY MEMBER</b>
<b>ERIC ARCHER</b>	<b>BUSINESS MEMBER</b>



## Campus Needs Assessment

List data utilized to identify the needs of your campus

- AEIS data derived from years 2003-2011
- AYP data
- TELPAS data
- Reading level data in Aware
- Staff and parent surveys
- STAAR Data for the past 3 years
- Attendance
- MAP
- System safeguards data

List the identified needs of your campus derived from data review

**Student Achievement:**

Overall, the data indicates 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 academic concern across the campus are:

1. 2014 STAAR Science scores – 50% Economically Disadvantaged pass rate. Although this is a significant increase from the previous year, it still does not meet state or federal expectations.
2. 2014 STAAR Reading and Math Scores – Although all subpopulations met expectations for state accountability, the Economically Disadvantaged, Hispanic, and English Language Learner subgroups fell below the federal accountability bar.

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. There also needs to be a focus on the design of both formative and summative assessments. All educators will be trained in Write From the Beginning and Beyond and vertical conversations will be conducted to support a strong writing program. Follow up sessions will be held throughout the year.

**School Climate/Culture:**

Through informal conversations with a variety of stakeholders and the parent and learner satisfaction surveys, the overall climate of Wilson Elementary has improved considerably. Even though there has been improvement in this area, it remains a focus so that no ground is lost. All decisions, conversations, and 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. Teams must develop the mindset that all members are leaders in the work towards success for all student populations. We will continue to emphasize the GE culture on our campus. All of these efforts should work in concert for teacher retention.

**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 be 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 design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #1</b>	Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.							
<b>Summative Evaluation:</b>	Professional learning plan for the Learning Framework							
<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>
STAAR, TELPAS, Pinnacle 2020	Train campus staff on scaffolding component of the Learning Portrait	All	Curriculum Directors; Director of Professional Learning, Campus Admin.	August 2014	June 2015	Learning Framework; choice books;	Eduphoria Records; Training Modules on Selected Focus Areas	STAAR, TELPAS, Pinnacle 2020
STAAR, TELPAS, Pinnacle 2020	Follow-up training and walkthroughs for the Learning Framework chapters	All	Campus admin.	August 2014	June 2015	Learning Framework; Books	Eduphoria Records	STAAR, TELPAS, Pinnacle 2020

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #2</b>	Reframe and prioritize state standards in a way that leads to profound learning.							
<b>Summative Evaluation:</b>	Professional learning plan for the Learning Framework							
<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>
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Implement the learning design rubric to provide feedback for unit design	All	Campus Admin; Educators;	August 2014	June 2015	Learning Design Rubric	Rubrics with feedback given to educators; Eduphoria Data	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Expand the use of PBL Frameworks to design learning	All	Campus Admin; Curriculum Department Directors; Educators	August 2014	June 2015	PBL Templates customized to individual campus initiatives; Curriculum Department Directors; Coaches	Educator Units and Lesson Plans	



<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #3</b>	Align the written, taught and assessed curriculum.							
<b>Summative Evaluation:</b>	Unit plans, Google 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>Doc.</b>
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	Sept. 2014	May 2015	Funds for substitutes (\$1,000 Local)	Increased Student Achievement	
STAAR data, and CBAs	Improve grade level PLC time. Adjust schedule and provide extended time for collaboration	All	Administration, and Classroom Teachers	Sept. 2014	May 2015	Adjusted master schedule	Increased Student Achievement, and Team minutes	
STAAR data, and CBAs	Purchase additional reading and writing materials designed to close the reading achievement gap and to match student reading interest	H, ED, and ELL	Administration, Secretary, Classroom Teachers, ESL Facilitator, and Literacy Coaches	Sept. 2014	May 2015	Fund materials such as I-Station, library books, guided reading books, (\$ 4,500 Title I)	Increased Student Achievement	
Strategic Plan, Visioning Implementation Guide; STAAR data and CBAs	Staff will participate in discussions about effective grading and assessment practices, constructivism and the Learning Framework	All	Administration, and District Liaison, team that attended AFL Institute	Sept. 2014	May 2015	Visioning Institute Field Guide, CISD Learning Framework, and AFL documents	Sign-In sheets, campus implementation guide results, and evaluation results	

STAAR data, and CBAs	Design and facilitate learning for educators around the Write from the Beginning and Beyond curriculum. Purchase necessary materials	All	Administration and Trainers for Thinking Maps	Sept. 2014	May 2015	Funds for materials such as instructor guides for the curriculum (\$5,000 Title I)	Increased Student Achievement specifically in writing	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Educators will be trained in balanced literacy program in the classroom through a differentiated model	All	Campus Administrators	August 2014	June 2015	Balanced Literacy Program; Literacy Coaches	Eduphoria Records; Campus Sign-In Sheets; Balanced Literacy Program; Walkthroughs	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #4</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 STAAR data	Improve learner led conferences in the Fall and Spring by enhancing the protocol and setting up different formats or options for conferences	All	All Campus Personnel	Sept. 2014	May 2015	Professional development around the model	Feedback from stakeholders	
STAAR data, and CBAs: parent/community feedback	Utilize ESL facilitator to provide hands on just in time professional development to improve the DLI teacher craft	H, ED, and ELL	Administration and ESL facilitator	Sept. 2014	May 2015	Professional development, and subs for classroom visits, and conferences (\$5,000 Title III)	Closed achievement gap	
Parent and community feedback, Teacher feedback, and STAAR data	Deepen the implementation of the 17 practices of Great Expectations	All	All Campus Personnel	Sept. 2014	May 2015	Professional development around the model and intervention methods (\$11,000 Title I)	Evaluation by Great Expectation facilitator	
STAAR data, and CBAs	Conduct walkthroughs to monitor for high effect visible learning strategies and positively reinforce their implementation	All	Administration and Campus Liaison	Sept. 2014	May 2015	Schedule time for faculty meetings and follow-up	Increased Student Achievement, focus on interventions with highest yield	

STAAR data, and CBAs	Meet monthly with staff to analyze data, discuss acceleration strategies, and support with differentiation for struggling learners	Hi, ED, and ELL	Principal and Campus Liaison	Sept. 2014	May 2015	Subs for meetings (Title I \$1,000)	Increased student achievement to close the gap	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All educators will receive training in narrative writing as appropriately related to their areas of teaching, and new teachers will also receive the expository training.	All	Write From the Beginning and Beyond Trainers; Campus Administrators	August 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers (\$5,000 Title I)	Eduphoria Records; Campus Sign-In Sheets	
STAAR Data; TELPAS Data; MAP Data; System Safeguard data	We will Employ highly qualified individuals to provide intervention in the areas of reading and math as a part of the RTI process	H, ED, and ELL	Campus admin.	Sept. 2014	May 2015	State Comp. Ed. \$10,015; Key Math materials	Increased student achievement to close the gap	
STAAR Data; TELPAS Data; MAP Data; System Safeguard data	Ensure that 80% of Science block is dedicated to hands on lab experience, with aligned vocabulary instruction being a priority.	H, ED, and ELL	Campus Admin and Data Team	Sept. 2014	May 2015	Vertical team meetings held monthly	Increased student achievement to close the gap	
STAAR Data; TELPAS Data; MAP Data; System Safeguard data	Address System Safeguards	H, ED, and ELL	Campus Admin and Data Team	Sept. 2014	May 2015	Subs for meetings (Local \$300)	Increased student achievement to close the gap	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.
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<b>Performance Objective #5</b>	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.							
<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>
Pinnacle 2020 Committee Strategic Plan	Actively solicit partnerships to support authentic and field based learning experiences	All	Director of Marketing and Business Partnerships; Campus Admin	August 2014	June 2015	Field Based Learning Experiences Needed	List of Partnerships Formed	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #6</b>	Implement a system or systems to assess Future-Ready skills.							
<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>
Observations, and staff feedback	Host Brown Bag lunches to provide periodic information to parents in an informal non-threatening environment	All	Admin, Counselor, and Parent Liaison	Sept. 2014	May 2015	Staff member's time invested into creating notices of events and preparing any necessary information.	Document meetings, trips and services	
Observations, and staff feedback	Explore communication and business partnerships that form reciprocal relationships between the campus and community	All	Admin	Sept. 2014	May 2015	Staff members time invested into searching for partnerships and discussion concerning how to form reciprocal relationships	Document meetings, trips and services	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #7</b>	Integrate Future-Ready 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>Doc.</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	Admin, Director of Advanced Academics, and PBL Coaches	Sept. 2014	May 2015	Professional development around the model and time for planning	Rubrics created by educators, and student data	
Feedback from district level	Facilitate professional leaning such as design thinking for educators	All	Admin	Sept. 2014	May 2015	Professional development during PD days as well as staff meetings	Observations of educator lesson design	
Pinnacle 2020 Committee Strategic Plan	Utilize and Inform stakeholders on the use of campus-based Future Ready Outcomes to develop the whole child	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Communication Department; Campus Administration	August 2014	Sept. 2014	Webmaster; Campus Newsletters and Updates; Learning Framework	Campus Newsletters and updates; District Website	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #8</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>Time line 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	Sept. 2014	May 2015	Funding for buses and entrance to facilities, technology hardware, and training (Local Funds \$2,000)	Plans, student feedback	
Observations, and staff feedback	To expand real world experiences, GE practices #'s 4 & 5 will be a focus in lesson design and implementation in grades K-3 and strengthened in grades 4-5.	All	Admin, Directors of advanced academics, and Classroom Teachers	Sept. 2014	May 2015	Professional development around the model and time for planning. (Title I \$15,000)	Unit plans	
Pinnacle 2020 Committee Strategic Plan; Dual Language Immersion Data;	Increase opportunities for learners to engage in real world and authentic learning experiences connecting to learner interest such as service learning and community internships	All	Campus Admin; Educators; service learning contact	Sept. 2014	June 2015	Director of Marketing and Business Partnerships; Director of Enrichment Programs	Unit Plans; Service Learning Projects	



<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #9</b>	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
<b>Summative Evaluation:</b>	STAAR, TELPAS, and MAP data; Stakeholder Surveys; goal setting resources created							
<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>
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Implement professional development for educators to support the understanding and participation of the new Educators Evaluation process in CISD	All	Director of Professional Learning; Curriculum Department Directors; Campus Admin; Director of Advanced Academics	August 2014	Sept. 2014	Educator Evaluation System	Training Module; Eduphoria Records	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Create learner goal setting protocols, self-monitoring tools, and instructional feedback forms to give ownership and empower learners in their learning	All	Curriculum Directors; Campus Admin; Educators	August 2014	Dec. 2014	Student Led Conferencing Reference Materials	Protocols; Self-Monitoring Tools, and Instructional Feedback Forms	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #10</b>	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.							
<b>Summative Evaluation:</b>	STAAR, TELPAS, and MAP 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>
STAAR Data; TELPAS Data; MAP Data	Provide professional learning for educators on the effective use of data and assessment tools to inform the design	All	Campus Admin.	August 2014	June 2015	Training Module; Assessment Tools; STAAR Data; TELPAS Data; MAP Data; PEIMS Data	Eduphoria Records	

<b>Strategic Objective/Goal 2:</b>	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
<b>Performance Objective #1</b>	Increase educator proficiency to respond to our diverse community of learners.							
<b>Summative Evaluation:</b>	Walkthrough data; learner achievement 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>Doc.</b>
STAAR Data; TELPAS Data; MAP Data; DRA Data	Provide culturally responsive teaching training to administrators and educators	All	Campus admin; ESL facilitator	Sept. 2014	Jan. 2015	Title III Funds; Outside Consultant(s); Curriculum Directors; Executive Director of Intervention Services;	Eduphoria Records	
STAAR Data; TELPAS Data; MAP Data; DRA Data	Create a customized plan for all learners who did not advance one level on TELPAS	ESL Learners	Educators; ESL facilitator	August 2014	Sept. 2014	ESL Facilitators; TELPAS Data	Customized Plans	
STAAR Data; TELPAS Data; MAP Data; DRA Data; Walkthrough Data	Conduct formal and informal walkthroughs in classroom with ESL learners with a focus on sheltered instruction strategy implementation to give feedback to educators on the integrity of strategy implementation	ESL; DLI	Campus Admin; ESL Facilitators	Sept. 2014	May 2015	Walkthrough Form	Walkthrough Data; STAAR Data; TELPAS Data; MAP Data	

<b>Strategic Objective/Goal 2:</b>	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
<b>Performance Objective #2</b>	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.							
<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>Doc.</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	Sept. 2014	May 2015	Materials for display	Evaluation by GE facilitator; Evaluation by focus correlating with the Learning Framework	
Staff and parent feedback	Implement a morning meeting structure in the classrooms in order to support GE practices	All	Counselor initially; then All Campus Personnel	Sept. 2014	May 2015	PD for staff, facilitation of implementation in the classroom, and weekly/daily schedule	Evaluation by Great Expectation facilitator	
Pinnacle 2020 Committee Strategic Plan	Integrate the Great Expectations character education program with digital citizenship	All	Coordinator of Instructional Technology; Director of Assessment	August 2014	June 2015	GE; Digital Citizenship Expectations; The Learning Framework	Parent Survey; Curriculum implemented; Student Satisfaction Survey	

<b>Strategic Objective/Goal 2:</b>	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
<b>Performance Objective #2</b>	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.							
<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>Doc.</b>
PEIMS Data; Counselor Input	Provide "Parenting the Love & Logic Way" training to support parents in developing personal responsibility in their children	All	Intervention Services; Parent Liaison	August 2014	June 2015	Love & Logic Way Program and Training Materials; Trainer for the Program	Eduphoria Records and/or Sign-in Sheets	

<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<b>Performance Objective #1</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
<b>Summative Evaluation:</b>	Walkthrough 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>
Educator Feedback	Participate in the Unlocking Your Digital Genius professional learning, as well as, monthly Tech Times with iTeam coaches	All	Coordinator of Instructional Technology; Director of Professional Learning and Innovation; iTeam	Sept. 2014	June 2015	Technology Equipment; iTeam	Digital Training Modules; Eduphoria Records	

<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<b>Performance Objective #2</b>	Create a system to communicate foundational and future-ready skills for each learner.							
<b>Summative Evaluation:</b>	Parent and learner surveys							
<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>
Pinnacle 2020 Committee Strategic Plan	Use quantitative measures to assess Future Ready Outcomes with instruments, such as a rubric, where specific feedback is given, and provide rubric with the report card for parents	All	Educators; Campus Admin	Sept. 2014	June 2015	Rubrics to Assess Future Ready Outcomes; Future Ready Outcomes	Assessment Instruments Developed; Report Cards in Grades K-4	
Pinnacle 2020 Committee Strategic Plan; Educator and Administrator Input	Create a means for learners to report quantitative and qualitative data (evidence) of foundational and future ready skills and outcomes	All	Educators; Campus Administrators	Sept. 2014	June. 2015	iTeam; Curriculum Directors	Portfolio Items; Forms Created to Guide the Reporting Process	

<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<b>Performance Objective #3</b>	Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
<b>Summative Evaluation:</b>	Survey 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>Doc.</b>
Pinnacle 2020 Committee Strategic Plan	Establish a developmentally appropriate means for parents to communicate with the educator and learner on learner progress	All	Educators; Campus Admin	Sept. 2014	June 2015	Focus group to establish communication parameters	Schedules of Conferences; Documentation of Parent Input; Parent Survey	
Pinnacle 2020 Committee Strategic Plan	Design a communication plan to inform all stakeholders on reciprocal communication system	All	Campus Admin; Educators	Sept. 2014	Oct. 2014	Websites; Campus Based Resources	Wilson Communication Plan	
Pinnacle 2020 Committee Strategic Plan	Annually evaluate and make changes to system as a result of feedback provided by all stakeholders	All	Campus Admin; Educators	April 2015	May 2015	Surveys	Parent Survey; Student Satisfaction Survey; Educator Survey; Administrator Survey	



<b>Strategic Objective/Goal 4:</b>	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).							
<b>Performance Objective #1</b>	Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.							
<b>Summative Evaluation:</b>	Surveys and discipline referral 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>
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Learner Satisfaction Survey	Integrate the digital citizenship skills and attributes into the existing GE character education program	All	iTeam Coach; Educators; Counselor; Librarian	August 2014	June 2015	CISD Character Traits; Skills and Attributes for Digital Citizenship	Aligned Curriculum; Parent Satisfaction Survey	

<b>Strategic Objective/Goal 4:</b>	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).							
<b>Performance Objective #2</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>	Assessment Tools to Evaluate Digital Citizenship Growth; Parent, Learner, and Educator Survey Feedback.							
<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>Doc.</b>
Observations and staff feedback	Provide monthly staff development on new technologies acquired and how to seamlessly integrate them as a tool for learning (Set up a Scope and Sequence plan in advance with I-Team specialist)	All	I-Teams	Sept. 2014	May 2015	Time for professional development, and Campus IT specialist	Lesson plans, walkthroughs, Professional development technology calendar for campus, educator 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	Admin and I-Team	Sept. 2014	May 2015	Funding from local budget, PTO, and matching funds from district level (\$15,000: PTO; \$15,000 matching funds)	Acquisition and use of technology	
Ratio of student to device review, student commended performance data, and specialized population data	Implement a Blended Learning Model	All 4-5	Admin, 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers, and I Team	Sept. 2014	May 2015	Funding from Local \$1,000 for subs, PTO, and matching funds from district level	Acquisition and use of technology	

<b>Strategic Objective/Goal 4:</b>	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).							
<b>Performance Objective #2</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>	Assessment Tools to Evaluate Digital Citizenship Growth; Parent, Learner, and Educator Survey Feedback.							
<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>Doc.</b>
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Provide professional learning on digital citizenship curriculum	All	Admin and I-Team	Dec. 2014	June 2015	Technology Curriculum; Training Modules	Eduphoria Records	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Provide parent training on digital citizenship	All	Admin; Parent Liaison, and I-Team	Jan. 2015	June 2015	Technology Curriculum; Training Modules	Eduphoria Records	

<b>Strategic Objective/Goal 5:</b>	We will create a community-based accountability system for reporting learner growth.							
<b>Performance Objective #1</b>	Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.							
<b>Summative Evaluation:</b>	Survey 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>
Parent Survey; Pinnacle 2020 Strategic Planning; Educator and Administrator Input	Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for all learners	All	Design team; Campus Administrators	Sept. 2014	June 2015	Bond Funds	Redesign plans for learning spaces	

## CISD DISTRICT IMPROVEMENT PLAN 2014-2015

### APPENDIX A: STATE AND FEDERAL MANDATES

#### Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support CISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All Elementary Campuses will implement and support R-Time.	Region 10	Campus Principals and Campus Counselors	R-Time Session Dates, R-Time Session Agendas, and Lessons
3. All Middle Schools will implement and support Negotiate.	Region 10	Campus Principals and Campus Counselors	Negotiate Session Dates, Negotiate Session Agendas, and Lessons
4. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
5. All 5 <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	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 <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, 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 students with certification and technical opportunities.	High School Budgets	Counselors	Career Pathway Graduation Plans
<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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

## CISD DISTRICT IMPROVEMENT PLAN 2014-2015

### APPENDIX B: CORE CONTENT INITIATIVES

#### English Language Arts & Reading

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

	Instructional Leadership Team, and Research-Based Best Practices		Surveys
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## 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"> <li>Planning and Carrying Out Investigations;</li> <li>Analyzing and Interpreting Data;</li> <li>Asking Questions and Defining Problems; and</li> <li>Obtaining, Evaluating and Communicating Information.</li> </ul>	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	Instructional Materials Resource Committee, and iTunesU	Coordinator of Social Studies	Classroom Walkthrough data, and Learning Design Units

resources K-12.			
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**

<b>Components of a School-wide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources.  Examines student, teacher, school and community strengths and needs.	
Schoolwide reform strategies	Opportunities for all children to meet the State's proficient and advanced levels of student academic achievement  Use effective methods and instructional strategies that are based on scientifically based research: <ul style="list-style-type: none"> <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>	
Instruction by Highly Qualified Professional Staff	Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers.  All teachers are assigned to the areas in which they are certified to teach.	
<b>Components of a</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress</b>



<b>School-wide Plan</b>		<b>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 schoolwide program.</p> <p>All staff receives ongoing and sustained professional development that is aligned with the goals of the new vision plan.</p>	
Strategies to Attract Highly Qualified Staff	<p>The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.</p> <p>Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.</p>	
Strategies to Increase Parental Involvement	<p>Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a broad spectrum of school decisions.</p>	
Preschool 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>	

<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>	
Coordination and Integration of Federal, State and Local Programs and Resources	The school has established its new vision plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.	
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	

## CISD DISTRICT IMPROVEMENT PLAN 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		