Coppell Independent School District

District Improvement Plan

2015-2016

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: Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)

- **Performance Objective 1:** Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.
- **Performance Objective 2:** Increase volunteer and service opportunities for learners within the community.
- **Performance Objective 3:** Expand opportunities for internships and job shadowing.
- **Performance Objective 4:** Partner with industry professionals to design and offer field-based learning experiences for educators.

STRATEGIC OBJECTIVE/GOAL 2:   We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners.

- **Performance Objective 1:** Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships.
- **Performance Objective 2:** Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for learners.
- **Performance Objective 3:** Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology.

STRATEGIC OBJECTIVE/GOAL 3:   We will foster proactive and reciprocal communication for the learner success.
- **Performance Objective 1:** Create a system to communicate foundational and future-ready skills for each learner.

STRATEGIC OBJECTIVE/GOAL 4:   We will respect and leverage the diversity that exists in our community to provide a world class learning environment.

- **Performance Objective 1:** Increase educator proficiency to respond to our diverse community of learners.
- **Performance Objective 2:** Expand program offerings that reflect our diverse community.

STRATEGIC OBJECTIVE/GOAL 5:   We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.

- **Performance Objective 1:** Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.
- **Performance Objective 2:** Create a community-based accountability system for reporting learner growth.

- **Performance Objective 3:** Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social, and emotional).
- **Performance Objective 4:** Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.
- **Performance Objective 5:** Reframe and prioritize state standards in a way that leads to profound learning.
- **Performance Objective 6:** Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).
- **Performance Objective 7:** Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.

District Educational Improvement Council (DEIC)
2015-2016 COMMITTEE MEMBERS

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Anne Lawler
Gay Dobecka

COTTONWOOD CREEK ELEMENTARY
Torrin Wszolek
Stephanie Hammons
Nancy Benton

DENTON CREEK ELEMENTARY
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Kait Wurst
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Kayla Brown
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Alissa Womack

NEW TECH @ COPPELL
Janelle Bence
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Kim Wootton

VICTORY PLACE
Kelly Vacarro

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Penny Tramel
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Manoj Bidnurkar, BUSINESS/COMMUNITY
Devanjan Sikder, BUSINESS/COMMUNITY
Arthur James, BUSINESS/COMMUNITY
Eric Pratt, COMMUNITY
Ivonne Kinser/PARENT
Jenny Hsieh/PARENT

DISTRICT NEEDS ASSESSMENT

List Data utilized to identify the needs of the district:
 - STAAR - ACT - SAT - IB - District Literacy Benchmark Assessments - TELPAS Data - PBMAS Report - Failure Rates - Parent Survey - Learner Survey - Educator Survey - Administrator Input - Community and Business Partner Input - Pinnacle 2020 Plan - Technology Audit

List the identified needs of the district derived from data review
- Greater need for reciprocal communication   - Expansion of Business Partnerships   - Digital Literacy Training and Additional Follow-up   - Need for Learners to Take Greater Ownership of Their Learning   - Training on How to Analyze Data and How to Use Data to Drive Instruction   - Instructional Design Training   - Training on the Learning Framework Chapters (Instructional Design, Assessment, Curriculum, Learning Standards, Learner/Educator)   - Training on Meeting the Needs of Special Education Learners   - Implementation and Monitoring of Sheltered-Instruction Strategies   - Scope and Sequence Development   - Newcomer Program Development   - Improvement of Technology Wireless System   - Improvement of Technology Work Order System   - Cultural Sensitivity in Instructional Design   - Greater Expertise on Responding to the Needs of Learners

Strategic Objective/Goal 1:	Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)							
Performance Objective #1:	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences							
Summative Evaluation:	System established for partnerships and field-based learning							

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Input; Educator Input; CTE Data	Define partnership opportunities available to business partners that includes categories and framework for relationships	All	Director of Business Partnerships	August 2015	June 2016	Time to collaborate with educators, administrators, and potential business partners to establish services; Executive Director for Career & Technology Association of Texas	Partnership opportuni-ties defined	
Parent Input; Educator Input; CTE Data; Sp. Ed. Facilitator Input	Conduct needs assessment regarding community partnerships, field-based learning, and service learning and a communications protocol to express needs	All	Director of Business Partnerships	August 2015	June 2016	Needs Assessment	Protocol established; Needs Assessment Data	

Parent Input; Educator Input; CTE Data	Establish a campus representative to serve as a campus contact for partnerships	All	Director of Business Partnerships	August 2015	June 2016	Campus Representatives	List of Campus Representatives	

Strategic Objective/Goal 1:	Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)							
Performance Objective #2:	Increase volunteer and service opportunities for learners within the community							
Summative Evaluation:	Lesson plans documenting collaboration; Learner Satisfaction Survey; System established							

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educator Input	Establish systems for collaboration between campuses to promote expanding learner interest and exposure (ie. Genius Hour, Book Talks, e-Time Clusters, etc.	All	Curriculum Department; Technology Department; Campus Administration; Educators	September 2015	June 2016	iTeam to assist with online resources	Lesson Plans; Walkthroughs	

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Strategic Objective/Goal 1:	Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)							
Performance Objective #3:	Expand opportunities for internships and job shadowing							
Summative Evaluation:	Schedule of speakers; Learner Satisfaction Survey							
Needs Assessment	**Action Step(s)**	**Special Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Pinnacle 2020; Educator Input; Learner Input	Utilize current businesses that have job shadowing/intern-ship programs and high school (CTE) learners as guest speakers to present their experiences in job shadowing/intern-ship programs	Middle School Learners	Director of Business Partnerships; Coordinator of CTE	September 2015	June 2016	Time to make presentations	Schedule of speakers; Lesson Plans	
Pinnacle 2020; Educator Input; Learner Input	Educate learners about opportunities for job shadowing and internships	High School Learners	Director of Business Partnerships; Coordinator of CTE	August 2015	January 2016	Marketing materials; Counselors	Lesson Plans; Plan of education used by counselors	

Strategic Objective/Goal 1:	Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)							
Performance Objective #4:	Partner with industry professionals to design and offer field-based learning experiences for educators							
Summative Evaluation:	This goal will be addressed in the next phase of the Pinnacle 2020 Plan.							

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented

Strategic Objective/Goal 2:	We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners							
Performance Objective #1:	Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships							
Summative Evaluation:	Course completion records; Learner Surveys and Educator Input							

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020; Parent Input; Learner Input	Expand virtual learning and blended learning courses	All	Coordinator of Instructional Technology; Secondary Campus Leadership	August 2015	June 2016	iTeam; Curriculum Dept.	Successful participation in courses; Learner Surveys	
Pinnacle 2020; Parent Input; Learner Input	Explore how a learning management system can support learning initiatives	All	Coordinator of Instructional Technology	June 2015	June 2016	Research on various learning management systems; committee of educators	Selection of a learning management system	
Pinnacle 2020; Parent Input; Learner Input	Partner with universities to provide additional dual credit opportunities	Juniors and Seniors	Director of Advanced Academics	August 2015	June 2016	University Training	Course completion	

Strategic Objective/Goal 2:		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners						
Performance Objective #2:		Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for all learners						
Summative Evaluation:		STAAR Data; Educator Survey; Administrator Input						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; Educator Input	Provide opportunities for flexible grouping and scheduling in order to leverage current staff in a manner that promotes growth for all learners	All	Campus Administra-tion; Educators	Sept. 2015	June 2016	Substitute Funds; Extra Duty Pay	Educator Survey; Adminstra-tor Input; STAAR Data; District Benchmark-ing Data	

Strategic Objective/Goal 2:	We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners							
Performance Objective #3:	Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology							
Summative Evaluation:	Website; Meeting Agendas							
Needs Assessment	**Action Step(s)**	**Special Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Pinnacle 2020 Parent Focus Groups; District Enrollment Data	Communicate the long-range facility plan created by the Facilities Visioning Committee	All	Assistant Superintendent for Business Operations	June 2015	Sept. 2015	Webmaster	Evidence of communi-cation district wide and with com-munity/ business members	
Pinnacle 2020 Parent Focus Groups; District Enrollment Data	Implement any actions recommend-ed by the Facilities visioning Committee as appropriate to begin in the 2015-2016 school year	All	Assistant Superintendent for Business Operations	June 2015	June 2016	Action Plan	Action Plan documenta-tion	

Strategic Objective/Goal 3:	We will foster proactive and reciprocal communication for learner success							
Performance Objective #1:	Create a system to communicate foundational and future-ready skills for each learner							
Summative Evaluation:	District and campus communication systems; Parent Survey; School Tour Schedules; Community Input							

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Input; Educator Input	Streamline communication across various platforms	All	Technology Department; Campus Administra-tors; Educators; Parents	August 2015	June 2016	Webmaster; Technology Engineer; Software Program (s)	Parent Survey; Educator Survey; Learner Survey	
Parent Input; Educator Input	Provide opportunities for feedback after district or school wide events that showcase future ready skills for learners	All	District Communica-tions Dept.; Campus Administra-tion; Educators	August 2015	June 2016	Time to interpret feedback to adjust for future events	Parent Survey; Administra-tor Feedback; Educator Survey	
Educator Input; Administra-tor Input; Parent Input	Provide expectations and clear communications of Brown Bags and/or Learning Walks for parents and the Community to help facilitate the	All	District Communica-tions Dept.; Campus Administra-tion;	Sept. 2015	June 2016	Time for personnel to conduct tours and Brown Bag Lunches	Feedback on Tours and/or Brown Bags	

	partnership between campuses and the district							

Strategic Objective/Goal 4:	We will respect and leverage the diversity that exists in our community to provide a world class learning environment							
Performance Objective #1:	Increase educator proficiency to respond to our diverse community of learners							
Summative Evaluation:	STAAR Data; TELPAS Data; Parent Survey; Educator Lesson Plans; Walkthrough Data; Training Sign-in Information; Training Modules; Employee Records indicating Diversity added to CISD educator/administrator group							
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
TELPAS Data; STAAR Data; Parent Input; Educator Input; Administrator Input; Curriculum Dept. Input	Provide training and support for sensitivity & cultural awareness of educators and administrators in responding to the diversity of our community	All	Curriculum Dept.; Communica-tion Dept.; Campus Administra-tors; Educators	June 2015	June 2016	Training materials	STAAR Data; TELPAS Data; District Benchmark-ing Data; Learner Input; Parent Input; Educator Input; Learner Input	
TELPAS Data; STAAR Data; Parent Input; Educator Input; Administrator	Provide opportunities for learners to showcase their home cultures	All	Curriculum Dept.; Communica-tion Dept.; Campus Administra-	August 2015	June 2016	Administrative time to analyze walk-through and lesson plan Data	Walk-throughs; Lesson Plans	

Input; Curriculum Dept. Input			tors; Educators					
TELPAS Data; STAAR Data; Parent Input; Educator Input; Administrator Input; Curriculum Dept. Input	Foster the development of culturally sensitive classroom programs to increase learner awareness of cultural differences among various student groups (ie., highlight cultural characteristics in social studies; partner/participation with DLI/Parents)	All	Curriculum Dept.; Communica-tion Dept.; Campus Administra-tors; Educators	August 2015	June 2016	Materials; Training; Funds for Curriculum Writing; Dallas World Affairs Council	Lesson Plans; Walk-throughs; list of trainings offered	
Curriculum Dept.; Communica-tion Dept.; Campus Administra-tors; Educators; STAAR Data; TELPAS Data	Provide training for general educators regarding their role in implementing IEP/IAP's and AIPs in making appropriate modifications and/or accommodations for learners in the general ed. classroom	Sp Ed; ESL; 504	Executive Director of Special Ed.; Executive Director of Curriculum & Inst.; Director of Intervention Services	August 2015	October 2015	Training development	Sign-in Sheets; Training Modules	
Curriculum Dept.; Communica-tion Dept.; Campus	Provide training in various formats for general educators regarding their role in implementing	All; GT; Twice Excep-tional	Executive Director of Special Ed.; Executive Director of	August 2015	Dec. 2015	Training development	Sign-in Sheets; Training Modules	

Administra-tors; Educators; STAAR Data; TELPAS Data	differentiation strategies and making appropriate accommodations for advanced learners in the general education classroom		Curriculum & Inst.					
Pinnacle 2020 Committee Input; Diversity Committee Input	Implement hiring strategies in an effort to recruit a more diverse staff and implement retention strategies for once they are hired.	All	Assistant Superintend ent for Administra-tive Operations; Executive Director of Human Resources	June 2015	June 2016	Recruiting materials and budget	Recruiting schedule and materials	

Strategic Objective/Goal 4:	We will respect and leverage the diversity that exists in our community to provide a world class learning environment							
Performance Objective #2:	Expand program offerings that reflect our diverse community of learners							
Summative Evaluation:	Outcome of exploration of new courses and any new courses offered							
Needs Assessment	**Action Step(s)**	**Special Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Pinnacle 2020; Educator Input	Explore additional language offerings (i.e., Hindi)	ESL Learners	Director of Language and Literacy	June 2015	October 2015	ESL Data for each demographic; Learner Input	Results of investigation of offering other languages	

Strategic Objective/Goal 5:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success
Performance Objective #1:	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design
Summative Evaluation:	Training Sign-in Sheets; RtI Data; Campus systems of peer to peer observations; Educator Evaluations; Educator Survey

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; Benchmark Data; Curriculum Dept.; Communica-tion Dept.; Campus Administra-tors; Educators	Train educators on AWARE to view and utilize data through a growth mindset	All	Director of Assessment; Director of Professional Learning	August 2015	October 2015	Time for training; Substitute Pay; AWARE; Carol Dweck's <u>Growth Mindset</u>	Sign-in sheets; Reports generated for the RtI process; Informal feedback from Administrators	
STAAR Data; Benchmark Data; Curriculum Dept.; Communica-tion Dept.; Campus Administra-tors; Educators; RtI Data	Provide training to establish consistency with screeners and progress monitoring measures to use data effectively for student	All	Director of Assessment; Director of Professional Learning; Executive Director of Intervention Services	August 2015	June 2016	Training materials and modules; iTeam; Literacy coaches; Math coaches	Sign-in sheets; RtI Data; Special Ed. Dept. feedback; Benchmark Data	

	growth							
Educator Input; Administrator Input	Provide opportunities for peer to peer observations in order for educators to learn from other educators	All	Assistant Superintendent of Curriculum and Instruction	Sept. 2015	May 2016	Release time for educators to observe one another; campus schedules allowing for observations	Campus Observation Schedules	
RtI Data; Campus Input	Redefine special education referral process to align with new protocol	At-risk	Executive Director of Intervention Services	July 2015	June 2016	RtI new protocols; New progress monitoring tools	Alignment of the RtI paperwork with the new definition of the referral process	
RtI Data; Educator Input	Train educators on new RtI protocols and RtI paperwork	At-risk	Executive Director of Intervention Services	June 2015	Sept. 2015	New RtI protocols; New progress monitoring paperwork	Sign-in sheets from the district and at the campus level documenting training	

Strategic Objective/Goal 5:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success
Performance Objective #2:	Create a community-based accountability system for reporting learner growth
Summative Evaluation:	Learner portfolios; Sign-in sheets from training; System for portfolios PK-12; State Accountability Rubric

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; Benchmark Data; Curriculum Dept.; Communica-tion Dept.; Campus Administra-tors; Educators	Train educators on portfolio development to ensure learners develop quality portfolios	All	Curriculum Dept.; iTeam; Campus Administrators; Educators; Coordinator of Instructional Technology	August 2015	June 2016	Google Classroom; Google websites; iTeam personnel for training; Learning Management System and/or ePortfolio site	Sign-in sheets for training on how to develop learner portfolios; Learner Portfolios	
STAAR Data; Benchmark Data; Curriculum Dept.; Communica-tion Dept.; Campus Administra-tors; Educators	Implement the Community-based Accountability System	All	Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Operations	August 2015	June 2016	State Accountability Rubric; Data to Report	State Accountability Rubric	

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	Strategic Objective/Goal 5:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success
	Performance Objective #3:	Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)
	Summative Evaluation:	Goal setting expectations; Lesson plans; Learner goals; STAAR; District Benchmarks

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Establish expectations for goal setting K-12 learners	All	Curriculum Dept.; Campus Administration; Educators	August 2015	June 2016	System for goal setting	Expectations for goal setting	
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Allocate specific time to create, develop, and revisit learner goals for academic, social, and emotional growth	All	Campus Administration; Educators	August 2015	June 2016	Time for goal setting; Form(s) for goal setting	Lesson Plans; Goals set by Learners; District Benchmarks	

STAAR Data; Benchmark Data; Curriculum Dept.; Communica-tion Dept.; Campus Administra-tors; Educators	Implement a structured, balanced literacy model to assist learners in setting goals for individual growth	All	Curriculum Dept.; Campus Administration; Educators	August 2015	June 2016	Director of ELAR; Literacy coaches; Online resources	Lesson Plans; Goals set by Learners; District Benchmarks	

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

Strategic Objective/Goal 5:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success								
Performance Objective #5:	Reframe and prioritize state standards in a way that leads to profound learning								
Summative Evaluation:	Splash Screens; Transfer concepts for each core content area; Training Modules; Sign-in Sheets for trainings; STAAR; Transfer Tasks								

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR; TELPAS; Failure Rates; ACT Data	Establish learning standards that lead to learning at a transfer level using TEKS, CTE and IB standards; 21st Century Literacy Skills, Globalization, NAEP	All	Curriculum Dept.	June 2015	Dec. 2015	TEKS; ACT Data; 21st Century Skills	Established standards	
STAAR; TELPAS; Failure Rates; ACT Data	Train educators in UbD learning design in designing learning to achieve transfer of content material to solve problems in and out of school and over time	All	Directors of Language and Literacy, Science, and Math; Coordinator of Social Studies	June 2015	August 2015	Training Modules; Transfer standards for each content area	Sign-in sheets; Training Module for UbD planning; Transfer tasks related to standards	

Strategic Objective/Goal 5:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
Performance Objective #6:	Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world)							
Summative Evaluation:	2015 Digital Genius Training Module; Data disaggregation for technology; Next steps plan for technology; Feedback on wireless capabilities and Help Desk update from educators and administrators							
Needs Assessment	**Action Step(s)**	**Special Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Clarity Data Survey	Disaggregate clarity data to inform next steps of the role of technology in the classroom	All	Coordinator of Instructional Technology	June 2015	August 2015	iTeam; Clarity Data	Next steps for technology in instruction	
Educator Survey Data	Redesign Digital Genius Professional Learning Plan	All	Coordinator of Instructional Technology	June 2015	August 2015	Feedback from the 2013-2014 Digital Genius Plan; digital Citizenship and Literacy Courses; iTeam	Redesigned Digital Genius Professional Learning Plan	
Educator and Administrator Input; Technology Audit	Expand wireless capabilities throughout the district	All	Executive Director of Technology	June 2015	June 2016	Bond Funds	Educator and administrator feedback on wireless capabilities	
Educator and Administrator Input; Technology Audit	Redesign Help Desk (work order) system for efficiency	All	Executive Director of Technology	June 2015	June 2016	Educator and Administrative Input; Time for Process and Performance Management Planning	Staff feedback on wireless capabilities	

Strategic Objective/Goal 5:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success							
Performance Objective #7:	Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service							
Summative Evaluation:	Lesson Plans; Discipline Data; Student Code of Conduct receipts; Sign-in Sheets							

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Survey; Educator Input; Learner Discipline Data; Clarity Data	Reinforce digital citizenship curriculum that is consistent across the district by periodically revisiting expectations and standards	All	Technology Dept.; Coordinator of InstructionalTechnology; Campus Administra-tion; Educators	August 2015	June 2016	Digital Citizenship Course; iTeam; Librarians; Educators	Educator Lesson Plans; Discipline Data; Sign-in Sheets from updated training; Training Modules	
Parent Survey; Educator Input; Clarity Data	Provide ongoing training on digital citizenship	All	Technology Dept.; Coordinator of Technology; Campus Administra-tion; Educators	August 2015	June 2016	Digital Citizenship Training Modules; iTeam; Librarians; Educators	Training Modules; Sign-in Sheets; Student Code of Conduct receipts	

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CISD DISTRICT IMPROVEMENT PLAN 2015-2016
Appendix A: State and Federal Mandates

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support CISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All Elementary campuses will implement a bulling prevention program such as R-Time, Great Expectations or the IB Primary Years Program.	Region 10; Great Expectations; PYP	Campus Principals and Campus Counselors	R-Time Session Dates, R-Time Session Agendas, and Lessons
3. All Middle Schools will implement and support Negotiate	Region 10	Campus Principals and Campus Counselors	Negotiate Session Dates, Negotiate Session Agendas, and Lessons
4. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
5. All 5th Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program	Campus Budgets	Campus Counselor	Discipline Reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports, and Agenda

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All district staff members will be trained in Recognizing and Reporting Child Abuse at the beginning of the year. April is National Child Abuse Prevention Month and a time to further educate staff.	Region 10; TEA provided training; D2L	Director of Advanced Academics and Campus Counselors	Training Sign-In Sheets, Training Agendas, and Training Survey Reports
2. All school staff members will follow the CISD Child Abuse Reporting Protocol.	Region 10; TEA provided training; D2L	Director of Advanced Academics and Campus Counselors	Counselor Documentation

Coordinated Heath – SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 4 times per year.	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Minutes, Agendas, Sign-In Sheets
2. The council will provide the CISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Board Agenda – Presentation by SHAC Chairs
3. The majority of the council membership will be parents and the co-chair will be a parent.	Student Services Budget	Co-Chairs, Director of Enrichment Programs	Membership List
4. The district expectation is that a representative from each campus will participate in the committee.	Student Services Budget	C-Chairs; Director of Enrichment Programs	Membership List
5. Communicate SHAC updates to stakeholders including staff and parents.	SHAC Meeting Minutes Provided to Administration for Updates communicated	Co-Chairs; Director of Enrichment program	Communication Plan for the District and Campuses; Newsletters, Websites.

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Secondary Schools will provide on-going staff training on relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
2. High Schools will implement programs, such as the Be Project, to eliminate teen dating violence and promote healthy relationships. Middle school will also address awareness.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
3. Selected secondary courses will embed a unit of study designed to increase awareness of teen dating violence and the warning signs of abusive relationships	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
4. Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report

Discipline Management – Safe Environments

Strategies	Resources	Staff Responsible	Evaluation
1. Disaggregate discipline data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent of Administration	Discipline Report
2. Provide professional learning opportunities to support campus character education indicatives (such as Great Expectations and Positive Behavioral Support Initiative).	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, and Federal Funds	Campus Administration and Executive Director of Intervention Services	Eduphoria Records
3. Implement and provide advanced training on alternative options to In-School Suspension.	Campus Administrators, Region 10, Intervention Specialist/LSSP, and Federal Funds	Assistant Superintendent of Administration	Eduphoria Records
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Campus Discipline Records; State Guidelines	Assistant Superintendent of Administration	Discipline Report

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's Counselors, Parents and Campus Administrators	Counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
2. Provide information regarding C.A.R.E. to students with drug abuse issues and their parents.	YMCA, Counselors, and Campus Administrators	Counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
3. Each elementary has an SRO assigned to the campus to enhance or modify conversations about drugs. Red Ribbon Week for Drug Awareness is celebrated throughout the district in the month of October.	SRO Officers	Counselors, Campus Administrators	Red Ribbon Week Plans; SRO Records

Gifted and Talented Program

Strategies	Resources	Staff Responsible	Evaluation
1. Establish a gifted and talented parent/community advisory committee to support and assist in GT services planning and improvements that emphasize key components of the Texas State Plan.	GT Faculty	Director of Advanced Academics	Committee Meeting Dates, Agendas, and Minutes
2. Develop and implement an annual review process to measure the effectiveness of GT services.	GT Faculty and Content Directors	Director of Advanced Academics and Content Directors	Annual Report
3. Develop and annually update a written comprehensive professional learning plan designed to address the needs of GT learners (including initial	GT Faculty and Local Funds	Director of Advanced Academics	Written Professional Learning Plan

30 hours of GT training and annual 6 hour update).			
4. Develop a communication plan designed to systematize internal and external communication with all stakeholders.	GT Faculty & Local Funds	Director of Advanced Academics & Content Directors	Communication Plan

Highly Qualified Teachers and Paraprofessionals

Strategies	Resources	Staff Responsible	Evaluation
1. Provide testing information and guide teachers through the certification process as needed.	State Testing Website, Testing Schedule and Test Prep Guides	Executive Director of HR and Certification 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 21st Century skills.	Title II Funds, Local Funds	Executive Director of HR, Direction of Professional Learning, and Communications Department	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II Funds, Local Funds	Executive Director of HR and Director of Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. High school ampuses will provide college and post high school information to all students.	High School Budgets	High School Counselors' CHS Special Ed. Lead	Graduation Plans, and Post-Secondary Acceptance Data
2. High school students will complete the financial aid process.	High School Budgets	High School Counselors	Student PELL Application Completion Data
3. All 6-12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	High School and Middle School Budgets	High School Counselors, and CTE Educators; Special Ed. Educators	User Account Report

4. Counseling and career guidance will be available to help students with certification and technical opportunities	High School Budgets	Counselors; CHS Sp. Lead	Career Pathway Graduation Plans
5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal; CHS Sp. Lead	Participation Data, and Participant Surveys
6. College and Career Night will be scheduled to offer opportunities for students and parents to visit with college recruiters and businesses	High School Budgets	High School Counselors	Participant Data , and Participant Surveys
7. College Recruiters will be given a venue to meet with students throughout the school year.	High School Budgets	Counselors	Schedule of Recruiter Visits
8. AP and Pre-AP courses will be open enrollment.	Campus Budgets	Counselors	Number of Students Completing AP Course, Number of Students passing AP Exams
9. Dual and Concurrent credit will be available to all eligible students.	High School Budgets	Counselors	Number of Students Enrolled in Dual Credit Courses, Number of Students Passing Dual Credit Courses.
10. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators; CHS Sp. Lead	Student Surveys and Graduation Tracker Data
11. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators; CHS Sp. Lead	Student Surveys and Graduation Tracker Data
12. Align college readiness assessments and design academic intervention to ensure college readiness for all.	Advanced Academic Budget and Campus Budgets	Curriculum Directors, Campus Administrators and Educators	Student Surveys and Graduation Tracker Data

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All staff members will be trained in the CISD Suicide Prevention Protocol.	Campus Budgets	Campus Principal and Counselors	Training Sign-In Sheets, Training Agendas, and Training Survey Reports

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

English Language Arts & Reading

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

Math

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

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

Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction K-12 with an emphasis on physical, life, and earth sciences to mirror TEKS. (Common Scope, no sequence)	FOSS Kits, STC Kits, and Inquiry-Based Instruction Training	Director of Science	STAAR Data; Classroom Walkthrough Data, and Learning Design Units
2. Focus on improving formative assessment for educators to monitor and adjust instruction based on learner feedback	Professional Learning Communities, Professional Learning	Director of Science	Eduphoria Records, Classroom Walkthrough Data, Learner Products, and Learning Design Units
3. Implement pre and post assessments 3-8 to assist educators in targeting areas of concern and to enrich where needed	Forethought; Pre and Post assessments	Director of Science	Pre and Post assessments; District
4. Implement district benchmark assessments at various grade levels	Assessments; AWARE	Director of Science	District Benchmark Data

Social Studies

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

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

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

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	

Schoolwide reform strategies	Opportunities for all children to meet the State's proficient and advanced levels of student academic achievement
	
	Use effective methods and instructional strategies that are based on scientifically based research:
	  i. Strengthen core academic programs
	  ii. Increase amount and quality of learning time
	  iii. Strategies for meeting educational needs of underserved populations	

Instruction by Highly Qualified Professional Staff	Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers. All teachers are assigned to the areas in which they are certified to teach.	
Highly-qualified and Ongoing Professional Development	All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the school wide program. All staff receives ongoing sustained professional development that is aligned with the goals of the new vision plan.	

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

CISD DISTRICT IMPROVEMENT PLAN 2015-2016
ACRONYM INDEX

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

IT	Informational Technology
iTeam	Integration Specialist Team
LSSP	Licensed Specialist in School Psychology
OSS	Out of school suspension
PBMAS	Performance Based Monitoring Assessment System
PBS	Positive Behavior Supports
PEIMS	Public Education Information
PST	Promoting Success Team
RtI	Response to Intervention
SCE	State Comprehensive Education
SHAC	School Health Advisory Council
SPED	Special Education
SRO	Security Resource Officer
TAKS	Texas Assessment of Knowledge & Skills
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge & Skills
x2VOL	Data Warehouse for Service Learning