CISD
COPPELL INDEPENDENT SCHOOL DISTRICT

AUSTIN ELEMENTARY
CAMPUS IMPROVEMENT PLAN

2012- 2013

LAURIE O'NEILL, PRINCIPAL

CISD MISSION STATEMENT:

The mission of the Coppell Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD District Improvement Plan

Strategic Objective/Goal 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

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

Strategic Objective/Goal 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

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

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

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

CAMPUS SITE-BASED COMMITTEE
20012 - 13 COMMITTEE MEMBERS

NAME OF PARTICIPANT	COMMITTEE ROLE
SHARON NUTT	MEMBER (KINDER)
KRISTY KAPRELIAN	MEMBER (1ST)
BETH COOK	MEMBER (2ND)
MAY VOLTZ	MEMBER (3RD)
HOLLY SNYDER	MEMBER (4TH)
BRITTNEY KAYL	MEMBER (5TH)
LISA RICCIARDELLI	MEMBER (FINE ARTS)
LIZ MALONE	MEMBER (SEM ENRICHMENT COORD.)
JILL HALTOM	MEMBER (DISTRICT REP.)
ANN PIANO-FROSCH	MEMBER (PARENT)

JENNIE GRIFFIN	**MEMBER (BUSINESS REP.)**
TAMI MILLSPAUGH	**MEMBER (COMMUNITY REP.)**
LAURIE O'NEILL	**MEMBER (PRINCIPAL)**
COOPER HILTON	**MEMBER (ASST. PRINCIPAL)**
HEATHER CECHIN	**CONTRIBUTOR TO CIP DEVELOPMENT**
JANELL THACH	**CONTRIBUTOR TO CIP DEVELOPMENT**
DAVID BARNETTE	**CONTRIBUTOR TO CIP DEVELOPMENT**
KARA CADUE	**CONTRIBUTOR TO CIP DEVELOPMENT**
TERESA RANEY	**CONTRIBUTOR TO CIP DEVELOPMENT**

Campus Needs Assessment

List data utilized to identify the needs of your campus

- DRA2 End of Year Assessment
- Running Records (to track student progress in Reading)
- Performance Series End of Year Assessment
- Student Total Talent Portfolio
- Response to Intervention (RtI / PST)
- Grade Level Meetings
- Vertical Content Meetings
- Parent Input
- Professional Learning
- TELPAS
- Gifted and Talented Assessment
- Content Journals (Math, Science, ELAR)
- SEM Planning Meetings
- Connectors
- Spelling/Writing Inventories
- Technology Assessments
- STAR Chart

- Walkthroughs
- PDAS
- PBIS Data
- Counselor and Nurse Feedback
- Fitnessgram
- Displayed student work
- Student surveys/reflection
- Anecdotal teacher records
- Student-led conferences
- CISD Learning Framework
- Visioning Document
- Visioning Document Implementation Matrix
- District Input
- Formal/informal classroom assessments and observations

List the identified needs of your campus derived from data review

- Math achievement gap among subpopulations (i.e. Hispanic and Economically Disadvantaged)
- More opportunities for student voice / interest and talent development
- Professional Development in gifted pedagogy (curriculum compacting, differentiation, achievement grouping)
- Professional Development to improve campus culture
- Professional Development for technology integration
- Character trait development
- Building reciprocal community relationships
- Building reciprocal teacher/student leadership
- Vertical alignment of writing process
- Lesson design for deeper understanding
- Assessing for deeper understanding

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.								
Performance Objective: 1	Align the written, taught and assessed curriculum.								
Summative Evaluation:	End of Year Assessments, Lesson Plans, STAAR Results, District Feedback; EOY Self-Assessment								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
-Formal/informal classroom assessments and observations -Follow-up discussions -Visioning Document	*We will:* -provide resources for teachers on lesson design to promote deeper understanding.	All	Principal / AP / Team Leaders / Content Specialists / Curriculum Department	Sept. 2012	June 2013	-Gillford's 4 Components -Project Based Learning Training -Understanding by Design training -CISD Learning Framework -Grade Level / Vertical Team Book Studies on Constructivist Learning Environments -Attendance at Learning Forward Conference -Title I Funds ($10,400)	-Shared learning / presentations with grade level teams, vertical teams, and faculty meetings -Austin Professional Learning Blog PD@Austin.blogpspot.com -Edmodo -BOY Visioning Document Implementation Matrix self-assessment	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 2	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Campus Assessment Data, Student Surveys, Teacher Input, District Input, SEM Student Portfolios, STAAR; PDAS; EOY Self-Assessment							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
-Classroom Observations -Interest Surveys -Parent Input -District Input -Visioning Document	***We will provide more opportunities for student voice / interest and talent development through the:*** -implementation of additional components of the Schoolwide Enrichment Model (SEM); -continual analysis of student surveys; -implementation of looping across campus.	All	Principal / AP / SEM Coordinator / SEM Vertical Team / Teachers / Campus Liaison	August 2012	June 2013	-Site visit by Nora Friedman, author of The Administrator's Guide to the Schoolwide Enrichment Model -The Schoolwide Enrichment Model, by Joseph Renzulli and Sally Reis -Kid Kits -Your Child's Strengths by Jenifer Fox -Grade Level / Vertical Team Book Studies on Constructivist Learning Environments -Title I ($10,500)	-BOY and MOY assessments -SEM Cluster Showcases -Talent Portfolios -Informal Student Surveys -Student-led Conferences -BOY Visioning Document Implementation Matrix self-assessment	
-Writing Samples -District Input -Previous TAKS Data	***We will:*** -train entire staff on "Write From The Beginning And Beyond"-expository; -implement "Write From The Beginning And Beyond."	All	Principal / AP / Curriculum Department / Literacy Coach / Campus Liaison / ELAR Vertical Team	August 2012	June 2013	-Language and Literacy Content Director -*Write From The Beginning And Beyond* -Title I ($5,400)	-Educator Content Journals -Student Work -Anecdotal Teacher Records -Eduphoria Surveys -Mini-Lesson Observation Form	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.						
Performance Objective: 2	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.						
Summative Evaluation:	Campus Assessment Data, Student Surveys, Teacher Input, District Input, SEM Student Portfolios, STAAR; PDAS; EOY Self-Assessment						

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
-Performance Series -DRA2 -RtI Data -Previous TAKS Data -Math Achievement Gap Within Sub Populations -Visioning Document	*We will:* -integrate gifted pedagogy into daily classroom instruction; -explore research-based options for flexible grouping.	All	Principal / AP / SEM Coordinator / SEM Vertical Team / Math Content Specialist / Math Vertical Team / Curriculum Directors/ Counselor	August 2012	June 2013	-Student Interests Inventory -Your Child's Strengths by Jenifer Fox -Kid Kits -Ruby Payne strategies -CISD Learning Framework -Success Maker -State Comp Ed ($6,105)	-BOY-MOY-EOY Assessments -Student-led conferences -SEM enrichment reflections -SEM student portfolios -RtI Data -Success Maker Data -Walkthroughs -Data Chats -BOY Visioning Document Implementation Matrix self-assessment -PST meeting minutes	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.								
Performance Objective: 4	Expand district educational and business partnerships with the local and global community.								
Summative Evaluation:	SEM Enrichment Cluster Showcases, Parent Brochure, District Feedback, Community Survey; EOY Self-Assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**		**Formative Evaluation**	**Documented**
-District Input -CISD Learning Framework -Parent Input -Campus Input -Confratute -SEM Planning Meetings -"Connectors" -Visioning Document	*We will: build reciprocal community relationships by:* -creating SEM community brochure; -host a community-wide school birthday celebration; -provide community service learning opportunities through SEM enrichment clusters; -host Austin Family Nights 4x/year; -host SEM Cluster Showcases.	All	Principal / AP / SEM Coordinator / SEM Vertical Team / PTO President / Team Leaders / Parent & Community Committee / Counselor	August 2012	June 2013	-Database of Parent / Community Volunteers -Mentor Program -PTO -Title I Funds ($500)		-Community Feedback -Student / Teacher / Community Reflections (regarding SEM Cluster Showcases) -BOY Visioning Document Implementation self-assessment	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.						
Performance Objective: 7	Increase connections between real world experiences and authentic classroom instruction.						
Summative Evaluation:	SEM Enrichment Cluster Showcases, SEM Student Portfolios, EOY Assessment Data, District Feedback, Student / Teacher / Community Feedback; EOY Self-Assessment						

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
-Parent Input -Total Student Talent Portfolios -Teacher Input -CISD Learning Framework -Visioning Document	*We will:* - partner with our community to help facilitate enrichment clusters; -use technology to expand learning beyond our school walls; -utilize students' interests, talents, and passions when designing learning experiences.	All	Principal / AP / iTeam Specialist / SEM Coordinator / SEM Vertical Team / PTO President / Content Specialists / Team Leaders	August 2012	June 2013	-Passion Driven Classroom by Angela Meiers -Your Child's Strengths by Jenifer Fox -Kid Kits -Site Visit by Nora Friedman, author of The Administrator's Guide to the Schoolwide Enrichment Model -ITeam Member -Parent/Community Database -Title I Funds ($1450)	-Lesson Plans -Student Work Samples -Enrichment (E-Time) -Enrichment Clusters -Reflections from Students / Teachers / Community -Walkthroughs -BOY Visioning Document Implementation self-assessment	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.						
Performance Objective: 8	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond; EOY Self-Assessment						
Summative Evaluation:	End of Year Assessments, Lesson Plans, STAAR Results, District Feedback; Campus Feedback; EOY Self- Assessment						

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
-Teacher input -District input -Campus assessment data -RtI data -PST Meetings -Visioning Document -CISD Learning Framework	*We will:* -implement looping across campus; -utilize Total School Cluster Grouping to create classes and better serve the needs of all students; -conduct campus self- assessment aligned to Visioning Document Implementation Matrix; -book study regarding effective grading practices with leadership team.	All	Principal / AP / SEM Coordinator / SEM Vertical Team / Team Leaders / Counselor / Literacy Coach / Campus Liaison	August 2012	June 2013	-Total School Cluster Grouping and Differentiation by Marcia Gentry -Visioning Document Implementation Matrix Elements of Grading by D. Reeves -Site visit by Nora Friedman, author of The Administrator's Guide to the Schoolwide Enrichment Model -CISD Learning Framework -Title I Funds ($12,000)	-BOY-MOY-EOY Campus Assessment Data -Parent Feedback -RtI Data -Class Placement Cards -Campus BOY Self-Assessment -Artifact examples of practice representative of level on Visioning Document Implementation Matrix -Grade Level, Vertical Team, Team Leader, Faculty Meetings	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 8	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond; EOY Self-Assessment							
Summative Evaluation:	End of Year Assessments, Lesson Plans, STAAR Results, District Feedback; Campus Feedback; EOY Self- Assessment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
-CISD Learning Framework -Visioning Document	*We will build capacity with all stakeholders regarding the CISD Learning Framework:* -by designing faculty meetings and vertical team meetings with constructivist pedagogy mindset.	All	Principal/AP/ Campus Liaison	August 2012	June 2013	-CISD Learning Framework -The Constructivist Leader -Visioning Document	-Faculty Meeting / Grade Level / Vertical Team / Team Leader Meeting Agenda & Minutes -Educator Reflections	

Strategic Objective/Goal: 2	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.								
Performance Objective: 1	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.								
Summative Evaluation:	Community Feedback, Campus Observations; Discipline Data								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/ Fiscal**	**Formative Evaluation**	**Documented**
-Teacher Input -Classroom Observations -Parent Input -District Input	*We will:* -continue the implementation of R-Time to build character and model respectful interactions; -provide resources for character education in the classroom; -feature quotes and exemplary character attributes each Monday morning; - train a campus capacity team on Great Expectations.	All	Principal / AP / Counselor / Team Leaders	August 2012	June 2013	-R-Time Curriculum -Counselor Classroom Lessons -PBIS Code-Keeper Recognition -*Great Expectations* training -Title I Funds $12,000	-Classroom Observations -Parent Feedback -District Feedback -Student Participation in Character Education Programs -Mustang Stars -Student Led Conferences -Code Keeper Assemblies	

Strategic Objective/Goal: 3	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.								
Performance Objective: 1	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.								
Summative Evaluation:	STAR Chart, Classroom Observations, Teacher Feedback; EOY Self -Assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
-STAR Chart -District Input -Walkthroughs -Teacher Surveys -Parent Input -CISD Learning Framework -Visioning Document	*We will:* -feature model technology integration lessons at faculty meetings; -provide differentiated professional development opportunities for all staff; -require a minimum of 6 Flex Hours in the area of technology integration.	All	Principal / AP / PTO President / iTeam Specialist / Team Leaders	August 2012	June 2013	-PTO Matching Funds -District Technology Integration Professional Learning -iTeam -Faculty Meetings	-Classroom Walkthroughs -Frequency of Use of Campus Technology Resources -iTeam Specialist Feedback -BOY Visioning Document Implementation Matrix Self-Assessment	

CISD DISTRICT IMPROVEMENT PLAN 2012-2013
APPENDIX A: STATE AND FEDERAL MANDATES

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support CISD anti-Bullying policies, guidelines and procedures designed to reduce bullying.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All Elementary Campuses will implement and support RTime.	Region 10	Campus Principals and Campus Counselors	RTime Session Dates, RTime Session Agendas and Lessons
3. All Middle Schools will implement and support Negotiate.	Region 10	Campus Principals and Campus Counselors	Negotiate Session Dates, Negotiate Session Agendas, and Lessons
4. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
5. All 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 agendas

Child Abuse & Sexual Abuse Prevention

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

Coordinated Health - SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 4 times per year.	Student Services Budget	Co-Chairs	Minutes recorded and filed for each meeting
2. The council will provide the CISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs	Board Agenda – Presentation by SHAC Chairs
3. The majority of the council membership will be parents and the co-chair will be a parent.	Student Services Budget	Co-Chairs	Membership List
4. The district expectation is that a representative from each campus will participate in the committee	Student Services Budget	Co-Chairs	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning, Campus Administrators, and Campus Counselors	Discipline Referrals, Anecdotal campus report
2. High Schools will implement the Be Project to eliminate teen dating violence and promote healthy relationships.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning, Campus Administrators, and Campus Counselors	Discipline Referrals, Anecdotal campus report
3. Selected secondary courses will embed a unit of study designed to increase awareness of teen dating violence and the warning signs of abusive relationships.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning, Campus Administrators, and Campus Counselors	Discipline Referrals, Anecdotal campus report
4. Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning, Campus Administrators, and Campus Counselors	Discipline Referrals, Anecdotal campus report

Discipline Management – Safe Environments

Strategies	Resources	Staff Responsible	Evaluation
1. Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent of Administration	Discipline report
2. Provide professional learning opportunities on Positive Behavioral Support cohorts.	Incident codes per campus, positive behavior support plan template, campus staff, Specialist/LSSP Region 10 (School wide PBS), and SpEd local and federal funds	Campus Administration and Executive Director of Intervention Services	Eduphoria records
3. Implement and provide advanced training on alternative options to In-School Suspension.	Campus administration, Directors of SpEd, Region 10, Intervention Specialist/LSSP and SpEd local and federal funds	Campus Administration and Executive Director of Intervention Services	Eduphoria records, input from administrative staff, and input from teachers
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Incident codes per campus, positive behavior support plan template, campus staff,	Assistant Superintendent of Administration	Discipline Report
5. Students that are highly at risk of dropping out of school will be recommended for enrollment in Turning Point.	Compensatory Funds	High School Counselors and High School Principals	Monthly reports monitoring the attendance and status of students attending Turning Point.

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Counselors, campus Administrators	Discipline Referrals, Anecdotal campus reports
2. Provide information regarding C.A.R.E to students with drug abuse issues and their parents.	YMCA, Counselors and Campus Administrators	Counselors, campus Administrators	Discipline Referrals, Anecdotal campus reports

Gifted and Talented Program

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

Highly Qualified Teachers and Paraprofessionals

Strategies	Resources	Staff Responsible	Evaluation
1. Provide testing information and guide teachers through the certification process as needed.	State Testing Website, Testing Schedule and Test Prep Guides	Executive Director of HR and Certification Manager	Teacher Test Scores
2. Mentor beginning educators to improve effective teaching and performance while promoting personal and professional well-being.	Title II funds, local funds	Executive Director of HR, Director of Professional Learning and Director of School Improvement	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals
3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21st Century skills.	Title II funds, local funds	Executive Director of HR, Director of Professional Learning, and Communications Department	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II funds, local funds	Executive Director of HR and Director of Staff Development,	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students.	High School budgets	High School Counselors	Graduation Plans, Acceptance letters to post-secondary institutions
2. All 9 – 12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	High School budgets	High School Counselors	List of assigned user accounts
3. All 9-12 grade students will have access to Naviance to manage the college application process.	High School budgets	High School Counselors	Acceptance letter to post-secondary institutions

Strategies: Post-Secondary Preparedness Continues	Resources	Staff Responsible	Evaluation
4. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School budgets	Counselors	Career pathway graduation plans
5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School budgets	High School Principal	Participants attending the meetings, 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	Participants attending, 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 PreAP 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 Administrative Team	Student surveys and four year plans
12. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrative Team	Student surveys and graduation tracker data
13. Align college readiness assessments and design intervention framework to ensure college readiness for all.	Advanced Academic and Campus Budgets	Curriculum department, Principals and teachers.	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

AUSTIN ELEMENTARY
APPENDIX B: COMPLIANCE RUBRIC FOR A SCHOOLWIDE PLAN

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.	• "Data Chats" of Campus Assessment Data (DRA2, Performance Series, GT Assessment, RtI Progress Monitoring) • Student Interest Surveys • Teacher Input (Vertical Content Meetings, Grade Level Meetings, SEM Professional Learning) • Community Input (PTO Meetings, Curriculum Night, Community Surveys) • Campus Improvement Plan • Visioning Document Implementation Matrix

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
		• RtI Process (enrichment/intervention provided for all identified students in low performing areas)
		• Schoolwide Enrichment Model (Enrichment time embedded in the master schedule, Enrichment Clusters, Differentiation, Total School Cluster Grouping, Curriculum Compacting)
		• Annual Academic Fair
		• *Write From The Beginning and Beyond* training
		• Campus Improvement Plan
		• Appendix A: State and Federal Mandates
		• Book study on Elements of Grading by Doug Reeves
		• Faculty Meetings and Vertical Team Meetings designed around the Constructivist Pedagogy

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
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.	• Appendix A: State and Federal Mandates • Communication to parents of "Highly Qualified" status of Austin Elementary staff. • Recruitment of teachers that meet all the qualifications for "Highly Qualified" status.
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 schoolwide program. All staff receives ongoing and sustained professional development that is aligned with the goals of the new vision plan.	• Campus Improvement Plan • Ongoing professional learning related to Ruby Payne's A Framework for Understanding Poverty • Write From the Beginning and Beyond training for all instructional staff. • Differentiated professional learning on instructional technology integration • Appendix A: State and Federal Mandates • Book study on Elements of Grading by Doug Reeves
Strategies to Attract Highly Qualified Staff	The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.	• Lead Campus Mentor (coordinates the district BEAM mentor program for beginning teachers) • Appendix A: State and Federal Mandates
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.	• Campus Brochure • Campus Improvement Plan • Service Learning embedded in Cluster Showcases • Academic Fair • Campus Community Events (Holiday Feasts, Veterans' Day, Grandparents' Day, Volunteer Breakfast) • Curriculum Night, Open House and Family Nights • Field Day • Community Mentor Program

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Preschool Transition 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.	• Kindergarten Round-Up (orientation for incoming Kinder students and parents) • Austin Elementary Introductory Video • Summer Pre-Assessments • Meet and Greet • Curriculum Night
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.	• Active RtI Team (weekly meetings to assess students' progress and match needs with appropriate enrichment/intervention) • Campus Improvement Plan • "Data Chats" • Weekly Progress Monitoring • Running Records for At-Risk Students • Book Study on Your Child's Strengths by Jenifer Fox
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.	• Campus Improvement Plan • Campus Transformation Plan • Site Based Decision Making Committee Meetings • Appendix A: State and Federal Mandates
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	• Grade Level Meetings • Vertical Team Meetings • Team Leader Meetings • Report Card Committee • Grading Practices Committee • Site Based Decision Making Committee Meetings • RtI Meetings