



Coppel Independent School District
District Improvement Plan
2017-2018

The mission of the Coppel 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)
2016-2017 COMMITTEE MEMBERS**

AUSTIN ELEMENTARY

Jennifer Martin
Beth Cook
Janell Thach

COTTONWOOD CREEK ELEMENTARY

Chris Gollner
Sarah Meador
Elyse Arrington

DENTON CREEK ELEMENTARY

Tammy Mandel
Maricela Leon
Tricia Badillo

LAKESIDE ELEMENTARY

Sonya Green
Kirby Leonard
Annelise Ford

LEE ELEMENTARY

Rachel Hyland
Bethany Hooper
Shelley Lincoln

MOCKINGBIRD ELEMENTARY

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Diane Moore
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Kate Seifert
Katie Tonemah

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Cindy Coggins
Tarah Guenther

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Beth Brandenburg
Heidi Brown

CMSN

Terry Shin
Davis Scott

CMSE

Jodie Deinhammer
Leah Gottlich
Eric Parraz

CMSW

Stephanie Striplin
Pam Crombar
Jamie Duncan

CHS

Jeremy Varnell
Chase Wofford
Melissa Arnold

NEW TECH @ COPPELL

Daniel Bess
Anthony Hufford

VICTORY PLACE

Jennifer Allison

ADMINISTRATION

Penny Tramel
Marilyn Denison

PARENT/BUSINESS/COMMUNITY

Anthony Hill, CISD BOARD President
Katherine Burstein Lord, BUSINESS
Ravi Bajjuri, BUSINESS
Kendra Yanchak, COMMUNITY
Kim Mobley, PARENT
Thomas Ewald/PARENT
Amy Dungan, CISD BOARD

**Comprehensive Needs Assessment Summary
2016-2017**

Data Sources Reviewed:			
<ul style="list-style-type: none"> • Systems Safeguards; STAAR, STAAR EOC, PBMAS, Curriculum Audit, TAPR; ACT, SAT, IB, TELPAS, DEIC Input, Attendance, Discipline Data, RtI Data, Highly Qualified Survey, Walkthroughs, Failure Rates, Survey Data • 			
Area Reviewed	Summary of Strengths What were identified strengths?	Summary of Needs What were identified needs?	Priorities What are the priorities for the district, including how federal and state program funds will be used?
Demographics	Strong diversity in culture; above average gifted and talented identification; high participation in Pre-AP and AP courses; growing enrollment in our district is outgrowing the facilities	Cultural sensitivity training; Instructional Culturally Responsive Classroom Training to aide in ESL learners becoming proficient in English; build facilities to accommodate the growth in the learner population	Increase passing rate on EOC failures using SCE funding; provide additional resources for ESL learners to acquire the English language; train administrator’s and educators on RtI, 504, and ARD decision making; build or remodel facilities to accommodate growth in the learner population
Student Achievement	Learners are scoring above the state average on the ACT; SAT reading and math scores are above the state average	We need to close the achievement gap in science for ESL, Hispanic, special education learners, African American and economically disadvantaged learners; decrease failure rates at the high school level; increase the number of learners passing the STAAR EOCs the	Provide early intervention at PK-3 rd grade to ensure all learners are meeting expectations with literacy; identify learners with special learning needs such as dyslexia as early in the year as possible; make good decisions for learners classified as 504 or special education learners; write AIPs for all learners not progressing on TELPAS and for

		<p>first administration; data shows gaps in ethnic groups in the ACT; SAT data shows scores above the state average, however demographic performance in diverse groups needs improvement; improve parent outreach and community education regarding advanced academics. There is a continued concern for groups of learners who fall into the ELL; Sp. Ed.; Economically Disadvantaged; Hispanic; and AA groups</p>	<p>learners who fail reading and math at 5th and 8th grade and any learner failing an EOC; Offer training on vocabulary development and additional writing training and support at all levels; integrate social studies and science into the literacy area to reinforce those content areas and nonfiction text comprehension; increase resources for stage II and III of the UbD planning template; additional training in science and math vocabulary development; provide Argument Driven Inquiry training in science across all grade levels; implement new scope and sequence in social studies and provide nonfiction reading resources</p>
<p>School Culture and Climate</p>	<p>Our safety data indicates our schools are safe, however, we are revisiting our Crisis Protocol Protocol procedures and retraining staff to ensure continued school safety. Digital literacy and citizenship is being taught to every learner.</p>	<p>Surveys indicate that we have learners who have experienced bullying.</p>	<p>Parents will receive information and processes regarding bullying and the procedures to follow if their child is being bullied. Counselors will train staff on protocols in creating a proactive anti-bullying environment in the classroom, locker rooms, playground, and cafeteria. Digital literacy will be taught and reinforced a minimum of 4 times during the year. Digital Citizenship is an additional course added in</p>

			Schoology this year for educators to utilize as a resource
Staff Quality/Professional Development	100% of the staff in CISD is highly qualified.	Continue to seek highly qualified staff; ensure ESL certification at all levels for reading educators; actively recruit greater diversity in all areas of staffing	Hire diverse staff; Cultural Diversity Training
Curriculum, Instruction, Assessment	We have an RtI process in place; educators have autonomy in their planning; we have strong literacy libraries at the elementary campuses; we have created high priority learning standards	Curriculum audit shows that we need to strengthen our curriculum and the documents in order to better support educators in planning, instruction and assessment; we need to calibrate our universal screeners for literacy and develop stronger progress monitoring tools for ELLs and the at-risk population; attending to customized instruction for our gifted and talented population, our at-risk learners (sp. ed., ELLs, Eco. Disadvantaged, Hispanic, AA) has been identified as a need	Implement the aligned curriculum horizontally and vertically; provide appropriate curriculum documents, resources, and training to campuses for effective planning, instruction and assessment; provide additional training on constructivist planning using a beginner, intermediate, and advanced leveled training model of the Understanding by Design methodology of planning; monitor instructional practice aligned to the new scope and sequences in all core content areas; implement year 2 of the 3 year digital literacy plan and leverage the new digital citizenship course with learners; use the High Priority Learning Standards Clarity Table for customization of learning for diverse student groups
Family and Community Involvement	Strong parental involvement, however, the number of volunteers vary	Reach out to parent groups with under representation in volunteering to welcome	Increase volunteer force of Asian and Hispanic parent groups; provide resources and outreach to parents

	at each campus depending on demographics.	them to gather input on how they feel they would like to support the school in supporting their children; communicate partnership opportunities in a such a way that opportunities for partnerships gets down to the educators in the classroom; increase communication on student progress in the classroom; strengthen information about curriculum and instruction on the website for parent access	to educate them on literacy initiatives and partnership opportunities to support authentic learning
School Context and Organization	Educators and administrators have data in which to drive decision-making	Training is needed for administrators and educators on how to monitor ESL learners for special needs they may have; opportunities for individual and small group differentiated instruction is needed; training on instructional strategies is needed	Train administrators and educators on how to monitor ESL learners for special needs they may have; provide opportunities for individualized/small group learning sessions; incorporate modifications/accommodations for curriculum activities; provide professional development in effective teaching strategies or best practices, and use data to implement strategies for appropriate activities

Technology	CISD has approximately 30,000 devices on our system each day; there is a high level of technology use in our district	Increase strength of the infrastructure to ensure all devices have access at all campuses to internet services; ensure up to date devices for maximum efficiency in use	Find storage solutions; expand wifi capability; follow replacement schedule for devices
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List the identified needs of the district derived from data review

Family and Community Involvement

- Increase volunteer force of specific groups of parents including Asian and Hispanic
- Greater need for communication on partnership opportunities with educators
- Need for parent communication of learner progress throughout the nine weeks
- Expansion of Partnerships

Technology

- Continued improvement of Technology Wireless System
- Continued improvement of Technology Work Order System
- Update policies relating to technology and technology use

Student Achievement

- Continued need for Learners to Take Greater Ownership of Their Learning
- Additional training on How to Analyze Data and How to Use Data to Drive Instruction
- Additional training on Instructional Strategies as Related to Data
- Training on the new curriculum, resources, and assessment banks
- Training on Meeting the Needs of Special Education Learners
- Training on How it Make Decisions for Special Education Learners
- Greater Expertise on Responding to the Needs of Groups of Learners
- Digital Training for Newcomer Instruction
- Development of More Digital Learning Options to Accommodate Needs of Learners
- Implementation and Monitoring of Sheltered-Instruction Strategies
- Instructional Design Training
- Scope and Sequence Implementation

Teacher Quality

- Role out Training to all Mentor specific to CISD Mentoring Program
- Structure for Efficiency in Use of Personnel

Demographics

- Increase Cultural Sensitivity in Instructional Design

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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 (to be filled out in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Continue to expand partnerships with business partners and establish a Coppell Alumni Group for business partnerships	Director of Marketing and Business Partnerships	None Needed	August 2017- June 2018	All	Documented list of partners from 2016 and list from 2017, in addition to the number of opportunities those partnerships provide.				#4, #6
Develop a district system to align partners with district	Director of Marketing and Business Partnerships; Campus	Technology	August 2016- Sept. 2016	All	Agendas of meetings where information is shared or email; Record of use of partners at campuses; Educator feedback indicating they were made aware of partnership opportunities				

and campus needs	Administration								
Expand Certifications available to HS learners	Director of Marketing and Business Partnerships; Campus Administration; Executive Director of C & I; Executive Director of Teaching & Learning	Director of Marketing and Business Partnerships; CTE curriculum; certification information	July 2017-Jan. 2018	All High Sch.	List of current certifications offered; Updated certification list for comparison and receive validation of relevance from the Business Advisory Board (Board to be re-established in summer 2017-18)				
Meet with Campus Partnership Representatives	Director of Marketing & Business Partnerships		Aug-Sept. Jan-Feb.	All	Agendas and minutes from meetings Sharing with campuses.				
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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 #2:		Increase volunteer and service opportunities for learners within the community							
Summative Evaluation (to be filled out in by June 2018 by campus administration)									
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Each grade level K-12 will promote a service learning project	Director of Student Services	Technology;	Sept. 2017-May 2018		Service learning projects promoted at each grade level with indications of the "type" of service learning completed				
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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 (to be filled out in by June 2018 by campus administration)									
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Expand Incubator Program	Campus Administration; Curriculum Department; Director of Marketing and Business Partnerships	Coaches; Mentors; Volunteers; Materials	July 2017-March 2018	All	Enrollment in the course. Fill all community partner needs 2017-2018				
Create and communicate a way for businesses to post job opportunities for	Director of Student Services; Director of Marketing and Business Partnerships; Campus	Digital or physical location for postings	August 2017-May. 2018	All	List of opportunities for learners				

learners at the high school level	Administrators								
Create and communicate a process for identifying job shadowing and internships for high school learners	Director of Marketing and Business Partnerships; Campus Administration; Director of CTE	Platform or system for communication	July 2017-Jan. 2018	High Sch.	Plan created; Process for Communication to stakeholders;				
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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 #4:		Partner with industry professionals to design and offer field-based learning experiences for educators							
Summative Evaluation (to be filled out in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
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Partner with local companies for field trips to see different opportunities to apply lessons to authentic working scenerios which will align to TEKS.	Director of Marketing and Business Partnerships; Campus Administrators	Substitutes; Planning time to incorporate learning into lessons; Partner Businesses	Oct. 2017 – April 2018	All	List of business partners offering field trips; List of field trips taken; Lesson plans				
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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 (to be filled out in by June 2018 by campus administration)									
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Establish and communicate local, national, and global community partnerships to broaden learning opportunities for learners	Director of Marketing and Business Partnerships; Director of Enrichment; Campus Administration; Educators	Forum for sharing partnership opportunities	July 2017 – Jan. 2018	All	Lesson plans; District record of collaborations				
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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 (to be filled out in by June 2018 by campus administration)									
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Work with architects to ensure successful establishment of the 9 th Grade Center and CMSW	Asst. Supt. of C & I; Executive Directors of Teaching and Learning and Executive Director of C & I; Principals	Design Team; Subs for site visits and meetings	July 2017 – May 2018	9 th Graders; MS learners	Schools; processes and procedures laid out; curriculum				
Design new elementary school	Asst. Supt. of C & I; Executive Directors of Teaching and Learning and Executive	Design Team; Subs for site visits; meetings	Aug. 2017 – April 2018	K-5	Elementary School design and curriculum				

	Director of C & I								
Develop a strong transition program and support for 9 th grade learners	Principal of 9 th Grade Center; Counselors; Middle School Principals	Time to meet; Resources and materials	Oct. 2017 – Feb. 2018	Rising 8 th grad-ers	Published Transition Plan				
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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 (to be filled out in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
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Expand Tour360 to share and learn from others	Asst. Supt. of C & I; Curriculum Team; Campus Administrators	Deposit funds; Transportation; Supplies	Sept. 2017- Nov. 2017	All	Number of 360 Tour participants; List of workshops offered; Debrief notes on learning of educators and administrators				
Continue with learning walks throughout the district	Campus Administrators & Instructional Coaches	Sub Funds	Sept. 2017 – Mar. 2018	All	Sub records; Reflections or Action taken as a result of learning walks				
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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 (to be filled out in by June 2018 by campus administration)									
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Train educators on the new curriculum documents	Asst. Supt. of Curr. & Instruction; Executive Director of C & I; CORE Directors; Director of Enrichment		July. 2017 – Feb. 2018;	All	Eduphoria records including survey data; Training presentations; PLC data				
Continue to write and refine curriculum documents and curriculum supports	Asst. Supt. of Curr. & Instruction; Executive Director of C & I; CORE Directors	Funds for curriculum development and resources	Sept. 2017- June 2018	All	Curriculum documents; Feedback from stakeholders; Student Success				

Embed ELL strategies into Stage 3 of the curriculum	Asst. Supt. of Curr. & Instruction; Executive Director of C & I; CORE Directors; Director of Enrichment	SIOP strategies; Training	July 2017 – Apr. 2018	ELLs	Stage 3 of the curriculum documents; Walkthroughs; Educator evaluations				
Embed social skills into the curriculum as where appropriate to support the TEKS at each grade level	CORE Directors; Coordinator of Behavior Services	Behavior Management Plan; Social Skills Information	July 2017-Mar. 2018	All	Unit and Lesson Plans				
Ensure literacy curriculum reflects all elements of the curriculum and a balanced literacy approach	Director of Literacy; Executive Director of C & I	Balanced Literacy Block clearly communicated to admin. and educators	July 2017-May 2018	All	Walkthroughs; Unit Plans; Balanced Literacy recommendation for each level; Recommended minutes for elementary;				

throughout CISD									
Implement ADI in science classrooms 3 rd -12 th grades	Director of Science; Educators; Campus Administration	ADI Support; ADI materials	Sept. 2017-May 2018	3 rd -12 th	Walkthroughs; STAAR data; Lesson Plans; Assessments				
Monitor the curriculum implementation with curriculum walk-throughs and 1 st and 3 rd nine week assessments	Asst. Supt. of C & I; All Directors and Executive Directors; All Campus Administration	Curr. Walk-through; Data Reports	Sept. 2017-May 2018	All	Data Analysis Reports				
Maximize time in general education classrooms by training on accommodations ARD decisions on Least	Executive Director of Intervention Services	Time to train educators	Aug. 2017-Sept. 2017	Sp. Ed.	Training Modules; ARD paperwork; Learner success				

Restrictive Environment (LRE)									
Train and provide exemplars on how to accomplish and better document goals for special education learners	Executive Director and Director of Intervention Services	Exemplars	Aug. 2017-Sept. 2017	Sp. Ed.	IEP's; Coding results from ARD decisions; STAAR results for sp. ed. learners				
Continue to implement hiring strategies to recruit a more diverse staff and implement retention strategies for once they are hired	Assistant Superintendent for Administrative Operations; Executive Director of Human Resources; Campus Administration	Recruiting materials and budget	July 2017-June 2018	AA; A; ED; Hisp. ELL's	Comparative data reports from the 2016 school year and the 2017 school year on recruiting and hiring, as well as, employee retention				
Set benchmarks on Rtl	Director of Language and Literacy;	Progress Monitoring Tools	Aug. 2017 –	At-Risk	Benchmarks; Rtl documents				

documents including ESL progress monitoring standards	Director of Mathematics; Executive Director of C & I; Executive Director of Intervention Services		Oct. 2017						
Train instructional coaches on how to coach to build educator capacity	Executive Director of C & I	Coaching Consultant; Title I and II Funds	Sept. 2017 -May 2018	All	Stakeholder feedback; STAAR data				
Write AP, IB, STEM, and Elective curriculum	Core Directors; Director of Enrichment; Director of CTE; Executive Director of C & I; Executive Director of Teaching and Learning	Funds for curriculum writing	Sept. 2017-June 2018	AP; IB; STEM Stu.	Developed curriculum for each area				
Train and coordinate secondary	Executive Director of	Core Directors, Subs	Sept. 2017-	All	Educator Feedback, EOC data, AP data, ACT data.				

instruct- tional coaches to build educator capacity	Teaching and Learning		May 2017						
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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							
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Choose additional certifications to offer learners and ensure a viable curriculum to support certification requirements	Executive Directors of Curriculum & Instruction and Teaching and Learning; Director of Marketing and Business Partnerships; Campus Administration, Director of CTE	Certification fees as they apply; aligned curriculum to support certification opportunities	Jan. 2018 – Mar. 2018	All	List of certifications offered and obtained in 2016-2017 and list of certifications offered and obtained in 2017-2018. Receive validation of relevance from the Business Advisory Board (Board to be re-established in summer 2017-18)				
Develop policies for implementa	Asst. Superintendent of	Legal and Local Board	June 2017-	All	Policy Update; Board Meeting Minutes				

tion of District of Innovation) DOI Plan	Administra- tion; Executive Director of C & I; Executive Director of Human Resources; Asst. Superin- tendent of C & I	Policy; Legal Consul- tation	Sept. 2017						
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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 #1:		Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design							
Summative Evaluation (to be filled out in by June 2018 by campus administration)									
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Set clear guidelines for district assessment and train administrators and educators	Asst. Supt. for C & I; Executive Director of C & I; Director of Assessment; Curr. Directors	Known assessments and their purpose	Aug. 2017	All	Track irregularities with guidelines at campus				
Train administrators on the utilization of data through a growth mindset	Director of Assessment; Director of Professional Learning	Data	Aug. – Oct 2017	All	Data analysis for various group, such as ELL, Sp. Ed., ED, AA, as well as, whole group				

Continue to provide opportunities for peer to peer observations in order for educators to learn from other educators	Campus Administrators	Substitutes	Sept. 2017-Apr. 2018	All	Walkthroughs; Administrator feedback; Observations				
Ensure that the special education department, central office, campus administration, and educators are clear about the referral process through training and support	Asst. Supt. for C & I; Executive Director of Intervention Services; Director of Intervention Services; Coordinator of Behavior Services	Referral Process	Aug. 2017-Oct, 2017	Sp. Ed.	Eduphoria records; Meeting agendas; Feedback from administrators and educators; learners referred not qualifying for special services				

Continue cognitive processing training at campuses	Executive Director of Intervention Services; Diagnosticians	Cognitive Processing Training	Aug. 2017 – Nov. 2017	Sp. Ed.	Learner performance; Eduphoria records; Meeting agendas				
FAST Team training and screen shots development	Director of Assessment; Executive Director of Intervention Services; Director of Intervention Services, and Director of Enrichment	F.A.S.T. data	Spring 2018	ELL; Sp. Ed.; ED	FAST Team plans; Learner success				
Provide training for educators to establish consistency with screeners and progress monitoring measures to use data effectively for student growth	Director of Language and Literacy; Director of Mathematics; Executive Director of Intervention Services; Director of Intervention Services; Coordinators for Behavior Services	Screeners	Aug. 2017- Oct. 2017	At-Risk	Eduphoria records; Meeting agendas; Feedback from administrators and educators; learners referred not qualifying for special services				

Ongoing training for new educators on Rtl protocols and progress monitoring tools	Director of Language and Literacy; Director of Mathematics; Executive Director of Intervention Services; Director of Intervention Services; Coordinators for Behavior Services, Campus Administrators, Instructional Coaches	Screeners	Aug. 2017- Apr. 2018	At-Risk	Eduphoria records; Meeting agendas; Feedback from administrators and educators				
Use DOI Plan to create a calendar supportive of maximizing professional learning for educators									
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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							
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Implement common district assessments for the first and third nine weeks to monitor curriculum and instruction	Asst. Supt. for C & I; Director of Assessment; Campus Administrators; Educators; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation	Common Assessments	End of 1 st grading period and 3 rd grading period	All	Learner performance on implemented assessments; Data analysis of learner performance				

Build common assessment banks for educators	Core Directors; Executive Director of C & I	Rubric for vetting assessment items	On-going 2017-2018	All	Assessment Banks				
Continue to pilot digital portfolios partnering with IBM/WATSON	Asst. Supt. for C & I; Director of Assessment; Campus Administrators; Educators	IBM/WATSON resources; IBM/Apple support	2017 - 2018 year	All	Stakeholder feedback				
Update our Community Based Accountability System	Executive Director of Teaching and Learning	Stakeholder Input	Fall 2017	All	Updated plan				
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Performance Objective #3:		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)							
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Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Train educators on learner led goal setting, including the development of targeted goals	Director of Professional Learning; Campus Administrators	Training Module for learner led goal setting	Aug. 2017- Oct. 2017	All	Learner goals; Student Satisfaction Survey; STAAR data				

Learners will lead and participate in ARD's as developmentally appropriate	Executive Director of Intervention Services; Director of Intervention Services; Coordinator of Behavior Services	Protocols for learner led ARDs	Aug. 2017- June 2018	Sp. Ed.	ARD Minutes				
Implement a structured balanced literacy model and a guided math model that supports learners in goal setting	Asst. Supt. for C & I; Executive Director for C & I; Campus Administrators; Educators; Instructional Coaches, Director of Language and Literacy; Director of Mathematics	Defined Balanced Literacy Block; Math Structure; Recommended Minutes; Learner goals	Aug. 2017 – May 2018	All	Walkthroughs, Observations; Data on at-risk learner performance and the performance of GT learners; Growth measure on all learners				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

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 (to be filled out in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Train educators on the new curriculum documents	Curriculum Directors; Campus Administration, and Instructional Coaches	Training Modules; New Curriculum	Aug. 2017	All	Eduphoria records; Walkthroughs; T-TESS Observations				#2
Provide training each grading period on the curriculum for that period to provide	Core Directors; Instructional Coaches; Content Coaches	Curriculum Documents; Training Modules	Oct. 2017; Jan.2018; Mar. 2018	All	Eduphoria records; Walkthroughs; T-TESS Observations				#2

“just in time” training									
Differentiate UbD training by offering “advanced,” “intermediate,” and “beginner” levels	Director of Professional Learning	Title II and Title I Funds	July 2017; Aug. 2017	All	Eduphoria records; Training Modules				#2
Provide options for the 30 GT hours of training for certification and for the 6 hour follow-up	Executive Director of Teaching and Learning	Materials	Aug. 2017 – Mar. 2018	GT	Number of certified educators; Number of educators that obtain renewal hours for continuous certification				#2
Provide second level of training on establishing effective PLCs	Director of Professional Learning; Executive Director of C & I	Title I and Title II Funds	July 2018	All	Educator Growth Goals; PLC notes and artifacts; Stakeholder feedback				#2
Provide formative assessment	Director of Professional Learning;	Title I and Title II Funds	June 2017	All ED	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY				#2

training to further educate educators on how to check for understanding to monitor and adjust instruction	Executive Director of C & I; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation			ELL Sp. Ed.	assessment data; 1 st and 3 rd nine week assessments; STAAR data				
Provide structured balanced-literacy training to ensure all components of literacy are being incorporated into the LA block	Director of Language and Literacy; Director of Professional Learning; Instructional Coaches, and Executive Director of C & I	Title I and Title II Funds	July 2017 – Mar. 2018	At-Risk	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data; 1 st and 3 rd nine week assessments				#2
Provide training to grow the capacity of our DLI educators to	Director of Enrichment; Campus Administrators; ESL Facilitators; Core Directors	Title III Funds		ESL	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data; 1 st and 3 rd nine week assessments; STAAR data				#2

effectively instruct our Bilingual learners									
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

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 (to be filled out in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Train all educators on the HPLS	Core Directors; Director of Enrichment	Time to train	Aug. 2017 – Mar. 2018	All	Eduphoria Records				
Assess HPLS for each content area	Campus Administrators; Educators; Core Directors; Executive Director of C & I	Assessment item banks; Data analysis tools	End of each unit	All	Data Analysis; Quality Test Bank items				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

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 (to be filled out in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Embed technology into Stage 3; include global collaboration resources	Core Directors; Educators; Director of Instructional Technology; DLCs; Director of Enrichment	Technology hardware; software; robust infrastructure	June 2017-May 2018	All	Unit Plans; Walkthroughs; Observations				
Replace outdated devices across the district	Executive Director of Technology; Technicians	Hardware	June 2017-August 2017	All	Replacement Inventory				
Update digital policies	Assistant Superintendent of Administration	Needs Assessment; Input	June 2017-Oct. 2017	All	Updated Policies				

	tive Operations; Director of Instructional Technology	from stake- holders							
√ = Accomplished C = Considerable S = Some Progress N = No Progress X = Discontinue									

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 (to be filled out in by June 2018 by campus administration)									
Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Provide a Digital Citizenship Schoology course for educators to incorporate into their lessons. Specifically for learners in 4 th & 5 th grade and for early elementary as needed.	Director of Instructional Technology; Campus Administrators; Educators, Media Specialist Librarians	Schoology Course	Aug. 2017-May 2018	All	Comparison of the number of discipline issues involving digital citizenship fro the 2016 school year to the 2017 school year				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

CISD DISTRICT IMPROVEMENT PLAN 2017-2018

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 bullying 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 5 th Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program	Campus Budgets	Campus Counselor	Discipline Reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports, and 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 Student Services 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 Student Services 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 CTE	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 CTE	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 CTE	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 CTE	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 CTE	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 Student Services, 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 Student Services, 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 Student Services, 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 Student Services, 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 for Administration	Discipline Report
2. Provide professional learning opportunities to support campus character education initiatives (such as Great Expectations and Positive Behavioral Support Initiative) using the district Behavior Management Plan.	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 for 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 for 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 recognized 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	Executive Director of Teaching and Learning	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	Executive Director of Teaching and Learning and Content Directors	Annual Report
3. Develop and annually update a written comprehensive professional learning plan designed to address the	GT Faculty and Local Funds	Executive Director of Teaching and Learning	Written Professional Learning Plan

needs of GT learners (including initial 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	Executive Director of Teaching and Learning & 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 Specialist	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 Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals.
3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21 st Century skills.	Title II Funds, Local Funds	Executive Director of HR, 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 campuses 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.	Counselors; No Funding Needed	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.	District 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 Principal	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 Counselors	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.	Assessment 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
2. All staff members will be trained in the State Suicide Prevention Traingin	Professional Learning time	Campus Principal and Counselor(s)	Training Sign-In Sheets, Training Agendas, and Training Survey Reports

CISD DISTRICT IMPROVEMENT PLAN 2017-2018
APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to develop curricular tools and common transfer tasks to deepen the supporting resources that align to the district curriculum for LOTE.	Understanding by Design resources, Standards (TEKS, ELPS, CCRS, IB, AP)	Director of Language and Literacy	LOTE Curriculum documents
2. Continue to develop transfer tasks (course-level) to measure understanding and transfer of learning, as well as provide evidence of authentic accomplishments.	Understanding by Design resources, Standards (Prekindergarten Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan	Director of Language and Literacy	Macro Curriculum Documents, Transfer Tasks
3. Target balanced literacy development, with special education and ESL populations - with a specific focus on guided reading and conferring with readers	Next Steps in Guided Reading, Running Records; WFTBB; Title I, Title III, Title II; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation	Director of Language and Literacy, Campus Rtl teams	Eduphoria - Rtl Documentation
4. Embed ELPS strategies in stage 3 of the curriculum PK-12	ELPS Resources; Training; Title I; Title II; Title III	Director of Language and Literacy, Director of Mathematics, Director of Science, Director of Social Studies	Stage 3 in units with ELPS included
5. Create and implement an action plan for an initiative for every learner who enters CISD to read within three years of being in our district	Consultants; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation;	Asst. Supt. of C & I; Executive Director of C & I; Director of Language and Literacy;	At-Risk Data; STAAR results

	Literacy resources; Title I, Title II, Title III; SCE	Administrators; Educators	
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Math

Strategies	Resources	Staff Responsible	Evaluation
1. Develop Mathematics Curriculum Documents for AP and IB courses, including Course-Level Scope and Sequence, Year-at-a-Glance, Unit Plans in Understanding by Design model, Develop model lessons for PK-12 Mathematics courses.	PK Guidelines, Mathematics TEKS, Mathematics TEKS Supporting Information, AP & IB Standards, NCTM Resources	Director of Mathematics	Curriculum Documents
2. Support educators' implementation of CISD Mathematics Curriculum Documents through professional learning.	CISD Mathematics Curriculum Documents	Director of Mathematics; Mathematics	Curriculum Walkthrough Data
3. Continue to Develop tools and provide professional learning for Response to Intervention in K-5 Mathematics	CISD Rtl Documents (universal screeners, progress monitoring tools, intervention resources)	Director of Mathematics	Rtl Documents, Feedback on Implementation, Universal Screening Data, Progress Monitoring Data

Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction within K-12 science classrooms with a balance among physical, life, and earth sciences to mirror TEKS.	FOSS Kits, STC Kits, and Inquiry-Based Instruction Training (ADI); TEKS required hands-on-time	Director of Science; Campus Administration	STAAR Data; Classroom Walkthrough Data, and Learning Design Units; Elementary schedules of time for science; Lesson Plans
2. Train all new 4 th -12 th grade science educators in Argument Driven Inquiry and Science Academic Vocabulary Strategies. Provide ADI training refresher for all returning 6 th -12 th grade science educators.	Professional Learning, Title I, & Title II	Director of Science; Elementary Science Content Specialists; Secondary Science Instructional Coaches.	Eduphoria Records, Classroom Walkthrough Data, Learner Products, and Learning Design Units; STAAR data
3. Train all 3 rd grade science educators in Argument Driven Inquiry and support implementation	Professional Learning, Title I & Title II	Director of Science	Eduphoria Records, Classroom Walkthrough Data, Learner Products and Learning Design Units
4. Train all K-3 science educators in the use of Exemplars as a performance assessment in science.	Professional Learning, Title I & Title II	Director of Science	Eduphoria Records, Classroom Walkthrough Data, District Assessment Data, Learning Design Units
5. Implement district performance based science assessments at the end of the 1 st & 3 rd grading periods to monitor student performance on the K-12 Science program transfer goals.	ADI Training and Rubrics, Exemplars Training and Rubrics, District Data Management Process	Director of Science; Director of Assessment, District Data Specialists Science Educators	Data reports and analysis
6. Utilize unit-aligned TEKS-vbased item banks to develop formative and summative assessments to monitor and adjust instruction based on learner performance.	Item banks within Curriculum Documents in Schoology	Classroom Educators Campus Administrators	Student performance; student growth; T-TESS; T-PESS (campus administrators monitoring the PLC process)

Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Administer assessments with Test Bank Items to monitor learner acquisition of content and the district curriculum	Funds for Test Bank Items; Funds to develop additional test items; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation;	Director of Social Studies	Pre and Post Assessments
2. Continue to target economically disadvantaged learners for performance improvement in social studies through reading in the content	Nonfiction leveled reading materials; Social Studies Splash Screens to promote enduring understandings of the content; Title I, Title II, Title III; Coordinator of Research and Evaluation; Director of Data Systems and Program Evaluation	Director of Social Studies; Educators	STAAR Social Studies Data
3. Develop IB, AP, and STEM Social Studies curriculum and CTE curriculum	CTE resources; Course appropriate resources; Funds to write curriculum	Director of Social Studies	Curriculum Documents

CISD DISTRICT IMPROVEMENT PLAN 2017-2018
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: <ul style="list-style-type: none"> 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 2017-2018

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		
CISD	Coppell Independent School District	PBS	Positive Behavior Supports
Comp Ed	Compensatory Education	PEIMS	Public Education Information
CTE	Career and Technical Education	PST	Promoting Success Team
EC	Early Childhood	RtI	Response to Intervention
EOC	End of Course	SCE	State Comprehensive Education
D.A.T.E.	District Award of Teacher Excellence	SHAC	School Health Advisory Council
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	SPED	Special Education
GT	Gifted and Talented	SRO	Security Resource Officer
HR	Human Resources	TAKS	Texas Assessment of Knowledge & Skills
IB	International Baccalaureate	TEA	Texas Education Agency
ICLE	International Center for Leadership in Education	TEC	Texas Education Code
IDEA	Individuals with Disabilities Act	TEKS	Texas Essential Knowledge & Skills
IAP	Individual Acceleration Plan	x2VOL	Data Warehouse for Service Learning
IEP	Individual Education Plan		
ISS	In School Suspension		

