



**LEE ELEMENTARY
CAMPUS IMPROVEMENT PLAN
2014- 2015**

CHANTEL KASTROUNIS, PRINCIPAL

CISD MISSION STATEMENT:

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

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.

- **Performance Objective 1:** Develop a comprehensive professional learning plan to actualize the CISD Learning Framework .
- **Performance Objective 2:** Reframe and prioritize state standards in a way that leads to profound learning.
- **Performance Objective 3:** Align the written, taught and assessed curriculum.
- **Performance Objective 4:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 5:** Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.
- **Performance Objective 6:** Implement a system or systems to assess Future-Ready skills.
- **Performance Objective 7:** Integrate Future-Ready learning skills within the district.
- **Performance Objective 8:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 9:** Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.
- **Performance Objective 10:** Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.

STRATEGIC OBJECTIVE/GOAL 2: We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.

- **Performance Objective 1:** Increase educator proficiency to respond to our diverse community of learners.
- **Performance Objective 2:** Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, and School Pride consistent with the terms of the TEC Section 29.906.

STRATEGIC OBJECTIVE/GOAL 3: We will foster proactive and reciprocal communication for the learner success.

- **Performance Objective 1:** Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.
- **Performance Objective 2:** Create a system to communicate foundational and future-ready skills for each learner.
- **Performance Objective 3:** Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.

STRATEGIC OBJECTIVE/GOAL 4: Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).

- **Performance Objective 1:** Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.
- **Performance Objective 2:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.

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

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

**CAMPUS SITE-BASED COMMITTEE
2014 - 2015 COMMITTEE MEMBERS**

| NAME OF PARTICIPANT | COMMITTEE ROLE |
|--------------------------------------|--------------------------------------|
| STACEY HARRIS | KINDERGARTEN DESIGNER |
| LAYNE SOMMERS | 1ST GR DESIGNER |
| SAMANTHA JENSEN | 2ND GR DESIGNER |
| ELISA FARRELL | 3RD GR DESIGNER |
| NICOLE JENKINS | 4TH GR DESIGNER |
| NICK COENRAAD | 5TH GR DESIGNER |
| RICHARD J. LEE | COMMUNITY PARTNER |
| JEFF SPERRING | BUSINESS PARTNER |
| L. HARRISON | PARENT REP |
| DR. TODD HERAUF/ANGELA GARVIN | ASSISTANT PRINCIPAL/COUNSELOR |



COPPELL INDEPENDENT SCHOOL DISTRICT

Campus Needs Assessment

List data utilized to identify the needs of your campus

- Visioning Document
- Learning Framework
- Student Grade Report Scores
- Lee Campus Pedagogy
- CISD DIP
- AYP Scores
- PDAS Data
- Special Programs Input (Special Education, RTI, ESL, GT)
- Parent and Student Satisfaction Survey (Qualitative and Quantitative)
- PST Meeting Notes
- PEIMS Data for Discipline
- Lee Character Development Lessons
- Guidance Counselor Office Log – Student Visit Issues
- AWARE data
- Lee Educator Profile and Interview Documentation

List the identified needs of your campus derived from data review

- Scaffolding
- Challenge Based Learning
- Understanding by Design
- Write from the Beginning and Beyond
- Technology Proficiency

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| Strategic Objective/Goal 1: | We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success. | | | | | | | |
| Performance Objective #1 | Develop a comprehensive professional learning plan to actualize the CISD learning Framework. | | | | | | | |
| Summative Evaluation: | Professional Learning plan for the Learning Framework | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| STAAR, TELPAS, Pinnacle 2020, Educator Profile | Identify campus professional learning priorities. | All | Campus Administrators | May 2014 | August 2014 | District Data; Individual Learner Data | Selected Focus Areas Documented; STAAR, TELPAS, Pinnacle 2020, Campus Professional Learning Plan; Survey of Staff | |
| Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document | Provide overview and training of the Learning Portrait to all new CISD educators. | All | Campus Administrators | August 2014 | October 2014 | CISD Learning Framework; Local Funds; In-District Presenters | Eduphoria Records; Campus Sign-In Sheets; Training Video "Limitless Possibilities"; Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document | |
| Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data | Provide an overview of learning opportunities to all educators for the five chapters on the Learning Framework. | All | Campus Administrators | August 2014 | June 2015 | CISD Learning Framework; Local Funds; In-District Presenters; Books; Coordinator of Instructional Technology | Eduphoria Records; Campus Sign-In Sheets; Training Modules; Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data, Club 21 Surveys | |

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| Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data | Provide professional learning opportunities in the area of scaffolding. | All | Campus Administrators | August 2014 | June 2015 | CISD Learning Framework; Books; Local Funds; District Directors | Eduphoria Records; Campus Sign-In Sheets; Training Modules; Calendar of Events, Walkthrough Data, Student Satisfaction Survey, Club 21 Survey | |
| Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document | Utilize the digital resource area for educators to support the Learning Framework. | All | Campus Administrators; Educators; iTeam | August 2014 | June 2015 | CISD Learning Framework; Outside Consultants; Curriculum Department; Local Funds | Digital Resources; iTunes U courses | |
| Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data | Create professional learning opportunities for educators that build capacity for implementation in the design and instruction process. | All | Campus Administrators; iTeam | August 2014 | June 2015 | Local Funds for PLC work; Coaches | Eduphoria Records; Documentation of Coaches meeting with educators to support planning, Calendar of Events, Meeting Agendas, Walkthrough Data | |
| Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data | Establish grading practices at grade 5 that aligns with measuring and reporting student growth to the learning the standards to align with the assessment philosophy in Chapter 5 of the Learning Framework. | All | Campus Administrators; Educators | August 2014 | June 2015 | Learning Framework; Curriculum Department | Campus Documentation of PLC Agendas; Campus CIP Action Steps; Eduphoria Records; Campus Professional Learning Plan; 5 th Standards Based Report Cards, Data Meeting Agendas | |

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| Parent Survey Feedback; Classroom Walkthrough Data; Educators Survey Feedback | Provide training to educators in K-4 on how to assess and maintain records in a standards-based grading system that is aligned to the philosophy in Chapter 5 of the Learning Framework. | All | Campus Administrators; Educators | August 2014 | June 2015 | Curriculum Department Directors | Eduphoria Records; Data Meeting Agendas | |
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| Strategic Objective/Goal 1: | We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success. | | | | | | | |
| Performance Objective #2 | Reframe and prioritize state standards in a way that leads to profound learning. | | | | | | | |
| Summative Evaluation: | Updated Curriculum Aligned to the New Standards and Adoptions; Prioritized Standards | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data | Expand the use of UbD Framework to design learning. | All | Campus Administrators; Educators | August 2014 | June 2015 | UbD Template customized to Challenge Based Learning; Curriculum Department Directors; Coaches; Campus Liaison; Apple Academy Consultants (\$8,000) | Educator Units, Challenges and Lesson Designs in Forethought; PLC Agendas | |
| Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data | Implement the learning design rubric to provide feedback for unit design. | All | Campus Administrators; Educators | August 2014 | June 2015 | Learning Design Rubric; Campus Liaison | Rubrics with feedback given to educators; Eduphoria Data; Critical Friends Meetings; Calendar Dates | |

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| Educators Survey Feedback; Visioning Document; Pinnacle 2020 Committee Strategic Plan | Embed global awareness and international mindedness into unit design. | All | Campus Administrators; Campus Educators; iTeam; Coaches | August 2014 | June 2015 | iTeam; Director of Enrichment Programs; Coaches; Coordinator of Instructional Technology | Unit Plans; District provided resources; Challenge Videos and Showcases; Global Awareness Day; Global Read Alouds | |
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| Strategic Objective/Goal 1: | We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success. | | | | | | | |
| Performance Objective #3 | Align the written, taught and assessed curriculum. | | | | | | | |
| Summative Evaluation: | Documents with the horizontally and vertically aligned curriculum as evidenced in Scope and Sequences; Digital Resources; Balanced Literacy Program; | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data | Implement a balanced literacy program in grades K-5. | All | Campus Administrators; Educators; Literacy Content Specialists | August 2014 | June 2015 | Literacy Coaches; Local Budget; Language Arts TEKS | Balanced Literacy Program; Lesson Plans; Walkthrough Data; Goal Sheets; Training Agendas; Faculty Website resources | |

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| Strategic Objective/Goal 1: | We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success. | | | | | | | |
| Performance Objective #4 | Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas. | | | | | | | |
| Summative Evaluation: | Eduphoria Records, Classroom Walkthrough Data, Campus Needs Assessment Rubrics; Learner Performance Data; Safeguard Plans and Monitoring Notes. | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeli ne Start | Timelin e End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| STAAR Data; TELPAS Data; MAP Data; Walkthrough Data | All new employees will receive expository writing training. | All | Write From the Beginning and Beyond (WFTBB) Trainers; Campus Administrators | August 2014 | March 2015 | Expository Writing Materials; WFTBB Trainers; Local Funds | Eduphoria Records; February Professional Learning Agenda | |
| STAAR Data; TELPAS Data; MAP Data; Walkthrough Data | K-5 educators will be trained in balanced literacy program in the classroom as appropriately related to their areas of teaching. | All | Literacy Coaches; Campus Administrators | August 2014 | June 2015 | Balanced Literacy Program; Literacy Coaches | Eduphoria Records; Campus Sign-In Sheets; Balanced Literacy Program; Walkthroughs; Educators observing Educators | |

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| STAAR Data; TELPAS Data; MAP Data; Walkthrough Data | All educators will receive follow-up training in expository writing as appropriately related to their areas of teaching. | All | Write From the Beginning and Beyond Trainers; Campus Administrators | August 2014 | March 2015 | Expository Writing Materials; WFTBB Trainers; Director of Language Arts | Eduphoria Records; Campus Sign-In Sheets | |
| STAAR Data; TELPAS Data; MAP Data; Walkthrough Data | All educators K-8 will receive training in narrative writing as appropriately related to their areas of teaching. | All | Write From the Beginning and Beyond Trainers; Campus Administrators | August 2014 | March 2015 | Narrative Writing Materials; WFTBB Trainers; Director of Language Arts | Eduphoria Records; Campus Sign-In Sheets | |

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| Strategic Objective/Goal 1: | We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success. | | | | | | | |
| Performance Objective #5 | Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences. | | | | | | | |
| Summative Evaluation: | Database with partnerships formed. | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Pinnacle 2020 Committee Strategic Plan | Actively solicit partnerships to support authentic and field based learning experiences | All | Director of Marketing and Business Partnerships; Campus Administration | August 2014 | June 2015 | Field Based Learning Experiences; Director of Marketing and Business Partnerships | List of Partnerships Formed; Yearly Calendar | |

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| Strategic Objective/Goal 1: | We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success. | | | | | | | |
| Performance Objective #6 | Implement a system or systems to assess Future-Ready skills. | | | | | | | |
| Summative Evaluation: | Lessons designed with FROS embedded in all content areas; Rubrics used to evaluate FROS; | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Pinnacle 2020 Committee Strategic Plan | Identify Future-Ready Outcomes (FROS) for the campus. | All | Campus Administrators; All Educators | July 2014 | August 2014 | Resources Listed in the Learning Framework for Research Based FROS; Campus Liaison | FROS identified in the Learning Framework; Addition of FROS to the Learning Design Template | |
| Pinnacle 2020 Committee Strategic Plan | Create campus rubrics to assess identified Future-Ready skills. | All | Campus Administrators; All Educators | August 2014 | Dec. 2014 | District FROS; Campus Liaison | Campus FROS Rubrics; Learning Design Template | |
| Pinnacle 2020 Committee Strategic Plan | Campuses create rubric for campus FROS to be used in assessing learners. | All | Campus Administrators; All Educators | August 2014 | June 2015 | District FROS and Resources in the Learning Framework | Campus FROS Rubric | |

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| Strategic Objective/Goal 1: | We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success. | | | | | | | |
| Performance Objective #7 | Integrate Future-Ready learning skills within the district. | | | | | | | |
| Summative Evaluation: | Learning Framework; Campus Communication; Units and Lessons Designed | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Pinnacle 2020 Committee Strategic Plan | Campuses will utilize campus-based FROS and rubrics. | All | Campus Administrators; Educators | August 2014 | June 2015 | District Learning Framework; Campus Rubrics | Lesson Plans; Walkthroughs; FROs Rubrics | |
| Pinnacle 2020 Committee Strategic Plan | Inform stakeholders on the use of campus-based FROS to develop the whole child. | All | Campus Administration; Educators | August 2014 | Sept. 2014 | Webmaster; Campus Newsletters and Updates; Learning Framework | Campus Newsletters and Updates; District Website; Campus Learning Walks; Saturday University; Calendar of Events | |

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| Strategic Objective/Goal 1: | We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success. | | | | | | | |
| Performance Objective #8 | Increase connections between real world experiences and authentic classroom instruction. | | | | | | | |
| Summative Evaluation: | Survey data from stakeholders; Projects; | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Pinnacle 2020 Committee Strategic Plan; Dual Language Immersion Data; | Increase opportunities for learners to engage in real world and authentic learning experiences connecting to learner interest such as service learning and community internships. | All | Campus Administrators; Director of Marketing and Business Partnerships; Educators | August 2014 | June 2015 | Director of Marketing and Business Partnerships; Director of Enrichment Programs | Unit Designs; Service Learning Projects; Learner Interest Inventories | |

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| Strategic Objective/Goal 1: | We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success. | | | | | | | |
| Performance Objective #9 | Transform systems to more effectively prepare students to be successful in post-secondary education and beyond. | | | | | | | |
| Summative Evaluation: | Evidence of systems transformed and STAAR, TELPAS, EXPLORE, and MAP data; Stakeholder Surveys; Digital resources created. | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data | Create and implement professional development for educators to support the understanding and participation of the New Educators Evaluation process in CISD. | All | Campus Administration | August 2014 | Sept. 2014 | Educator Evaluation System; Director of Advanced Academics | Training Module; Eduphoria Records; Ticket Out Data from Training; Goal Setting Meetings | |
| Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data | Create learner goal setting protocols, self-monitoring tools, and instructional feedback forms to give ownership and empower learners in their learning. | All | Campus Administration; Educators | August 2014 | Dec. 2014 | Student Led Conferencing Reference Materials | Protocols; Self-Monitoring Tools, and Instructional Feedback Forms; Learner Led Conferences; Fall Conference Day | |

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| Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; Visioning Document | Train staff on digital curation of resources such as iTunes U courses K-12 | All | iTeam; Educators; Campus Administrators; | August 2014 | June 2015 | Technology for curation; Local Funds; iTeam | New Digital Resources Created; iTunes U Library; Club 21 Training Agendas | |
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| Strategic Objective/Goal 1: | We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success. | | | | | | | |
| Performance Objective #10 | Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design. | | | | | | | |
| Summative Evaluation: | Administrator Survey Results; Learner Achievement; | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| STAAR Data; TELPAS Data; MAP Data; Walkthrough Data | Create K-12 campus and district level data teams to analyze data to drive instruction. | All | Campus Administrators; All Educators | August 2014 | June 2015 | Local Funds; Curriculum Director/Pinkerton Assistant Principal | District and Campus Teams; Data Reports; RtI Quick Glance Document; Monthly Campus Data Meetings; RtI Dates and Agendas | |

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| Strategic Objective/Goal 2: | We will respect and leverage the diversity that exists in our community to provide a world-class learning environment. | | | | | | | |
| Performance Objective #1 | Increase educator proficiency to respond to our diverse community of learners. | | | | | | | |
| Summative Evaluation: | Eduphoria records of trainings; Walkthrough data; Learner Achievement Data; | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| STAAR Data; TELPAS Data; MAP Data; DRA Data | Provide sheltered instruction training to all new educators who have not had SIOP or best practice sheltered instruction training. | ESL Learners | ESL Educators and Facilitators; Campus Administration | August 2014 | Oct. 2014 | Training Modules; ESL Educators and Facilitators | Eduphoria Records; Red Folder Data | |
| STAAR Data; TELPAS Data; MAP Data; DRA Data | Create a customized plan for all learners who did not advance one level on TELPAS. | ESL | ESL Facilitators and Educators; Campus Administration | August 2014 | June 2015 | ESL Facilitators; TELPAS Data | Customized Plans; RtI Quick Glance Data; Monthly Data Meetings | |
| STAAR Data; TELPAS Data; MAP Data; DRA Data; Walkthrough Data | Conduct formal and informal walkthroughs in classroom with ESL learners with a focus on sheltered instruction strategy implementation to give feedback to educators on the integrity of strategy implementation. | ESL | Campus Administration; ESL Facilitators | Sept. 2014 | May 2015 | Walkthrough Form | Walkthrough Data; STAAR Data; TELPAS Data; MAP Data | |

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| Performance Objective #1 | Increase educator proficiency to respond to our diverse community of learners. | | | | | | | |
| Summative Evaluation: | Eduphoria records of trainings; Walkthrough data; Learner Achievement Data; | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| DRA Data; STAAR Data; MAP Data; IEP Data; | Provide training to special educators in content knowledge and instructional design. | Sp. Ed. | Campus Administration | August 2014 | June 2015 | Local Funds | Eduphoria Records; List of Trainings Provided; Student Performance Data | |
| DRA Data; STAAR Data; MAP Data; IEP Data; | Provide training to general educators regarding their role in implementing IEPs/IAPs in how to accommodate for learners with disabilities within the general education setting. | Sp. Ed./504 | Campus Administration | August 2014 | June 2015 | Local Funds | Eduphoria Records; List of Trainings Provided; Student Performance Data | |

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| Strategic Objective/Goal 2: | We will respect and leverage the diversity that exists in our community to provide a world-class learning environment. | | | | | | | |
| Performance Objective #2 | Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect and Courtesy, Responsibility, Fairness, Caring, Good Citizenship, and School Pride consistent with the terms of the TEC Section 29.906. | | | | | | | |
| Summative Evaluation: | | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/ Fiscal | Formative Evaluation | Documented |
| Campus Needs Assessment; Pinnacle 2020; Visioning Document | Create opportunities to characterize Character Traits as demonstrated by Lee Learners. | All | Administration; Counselor; All Educators | August 2014 | June 2015 | Local Funds; Counselor; Campus Administration | Super Spurs; Lee "Lee"der of the Week | |
| Campus Needs Assessment; Pinnacle 2020; Visioning Document | Recognize Citizen of the Month. | All | Administration; Counselor; All Educators | August 2014 | June 2015 | Local Funds; Counselor; Campus Administration | Newspaper submissions; Lee Facebook publications | |
| Campus Needs Assessment; Pinnacle 2020; Visioning Document | Create a campus culture that develops intrinsic motivation. | All | Administration; Counselor; All Educators | August 2014 | June 2015 | Counselor; Campus Administration | Weekly lessons on Leadership during learner-led broadcast; | |
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| Strategic Objective/Goal 3: | We will foster proactive and reciprocal communication for learner success. | | | | | | | |
| Performance Objective #1 | Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences. | | | | | | | |
| Summative Evaluation: | Partnerships established and reciprocity noted for each. | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Campus Needs Assessment; Pinnacle 2020; Visioning Document | Establish reciprocal relationships with our school community | All Learners | All Educators; Campus Administration; Media Specialist; iTeam | Sept 2014 | June 2015 | Media Specialist; iTeam; Director of Marketing and Business Partnerships | Log of partnerships that have been established with evidence of reciprocity | |

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| Strategic Objective/Goal 3: | We will foster proactive and reciprocal communication for learner success. | | | | | | | |
| Performance Objective #2 | Create a system to communicate foundational and future-ready skills for each learner. | | | | | | | |
| Summative Evaluation: | Surveys; Communication System Created; | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Pinnacle 2020 Committee Strategic Plan; Educator and Administrator Input | Create a means for learners to report quantitative and qualitative data (evidence) of foundational and future ready skills and outcomes. | All | Campus Administrators; Educators | Sept. 2014 | June. 2015 | Local Funds; iTeam; Curriculum Directors | Portfolio Items; Learner tracking sheets to monitor data (i.e. MAP performance, fluency, and foundational skills) | |
| Pinnacle 2020 Committee Strategic Plan | Create a process for parents to provide feedback on the system. | All | Campus Administrators | Sept. 2014 | June 2015 | Parent Survey; Campus Administrators | Parent Survey | |

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| Strategic Objective/Goal 3: | We will foster proactive and reciprocal communication for learner success. | | | | | | | |
| Performance Objective #3 | Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders. | | | | | | | |
| Summative Evaluation: | Identified foundational knowledge and future ready skills; System of communication; Survey data; Assessment Plan to communicate growth. | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Pinnacle 2020 Committee Strategic Plan; STAAR Data; MAP Data; TELPAS Data | Establish a means for learner's self-assessment and reflection. | All | Educators; Campus Administrators | Sept. 2014 | June 2015 | Educators; iTeam; | Forms and Process for Self-Assessment and Reflection; Learner Goal-Setting Sheets | |
| Pinnacle 2020 Committee Strategic Plan | Establish a means for parents to communicate with the educator and learner on learner progress that is developmentally appropriate. | All | Educators; Campus Administrators | Sept. 2014 | June 2015 | Local Funds | Schedules of Learner-Led Conferences; Documentation of Parent Input; Parent Survey | |

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| Strategic Objective/Goal 3: | We will foster proactive and reciprocal communication for learner success. | | | | | | | |
| Performance Objective #3 | Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders. | | | | | | | |
| Summative Evaluation: | Identified foundational knowledge and future ready skills; System of communication; Survey data; Assessment Plan to communicate growth. | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Pinnacle 2020 Committee Strategic Plan | Design a communication plan to inform all stakeholders on reciprocal communication system. | All | Educators; Campus Administrators; | Sept. 2014 | Oct. 2014 | Websites; Campus Pedagogy Framework | Communication Plan in Campus Pedagogy Framework; Parent Link; Twitter; Facebook; Campus Website; Designer newsletters; Parent Surveys; Muffins with Mrs. K; PTO Agendas | |
| Pinnacle 2020 Committee Strategic Plan | Annually evaluate and make changes to system as a result of feedback provided by all stakeholders. | All | Educators; Campus Administrators; | April 2015 | May 2015 | Surveys; | Parent Survey; Student Satisfaction Survey; Educator Survey; Administrator Survey; Monthly Muffins with Mrs. K | |

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|---|---|-----------------|---|-----------------------|---------------------|---|---|-------------------|
| Strategic Objective/Goal 4: | Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world). | | | | | | | |
| Performance Objective #1 | Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service. | | | | | | | |
| Summative Evaluation: | Digital Citizenship Curriculum; Aligned Curriculum; Marketing Plan and Resources; | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input | Identify the skills and attributes required to demonstrate digital citizenship. | All | iTeam; Educators; Campus Administrators | August 2014 | Sept. 2014 | TEKS; Angela Maiers' <u>Habitudes</u> | List of Skills and Attributes to Demonstrate Digital Citizenship; Digital Citizenship pledges | |
| Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey | Integrate the identified skills and attributes into the Lee character education program. | All | Counselors; iTeam; | August 2014 | June 2015 | Lee Character Traits; Skills and Attributes for Digital Citizenship | Aligned Curriculum; Parent Satisfaction Survey | |

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|---|---|-----------------|------------------------------|-----------------------|---------------------|--|--|-------------------|
| Strategic Objective/Goal 4: | Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world). | | | | | | | |
| Performance Objective #2 | Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills. | | | | | | | |
| Summative Evaluation: | Comprehensive Technology System; Assessment Tools to Evaluate Digital Citizenship Growth; Parent, Learner, and Educator Survey Feedback; | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey | Provide parent training on digital citizenship. | All | Campus Administration; iTeam | Jan. 2015 | June 2015 | Technology Curriculum; Local Funds; Training Modules | Eduphoria Records; Course offerings for learner led EdCamp; Club 21 Parent Info Session; Learner created videos illustrating digital citizenship | |

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|---|--|-----------------|--|-----------------------|---------------------|--|---|-------------------|
| Strategic Objective/Goal 5: | We will create a community-based accountability system for reporting learner growth. | | | | | | | |
| Performance Objective #1 | Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth. | | | | | | | |
| Summative Evaluation: | Partnerships and Internships Accessible to CISD learners; Long Range Facility Plan; | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| STAAR Data; TELPAS Data; MAP Data; Walkthrough Data; Lesson Plans | Provide professional learning for educators on the effective use of data and assessment tools to inform the design of learning. | All | Campus Administration; Data Specialist | July 2014 | June 2015 | Training Modules | Eduphoria Records | |
| Parent Survey; Pinnacle 2020 Strategic Planning; Educator and Administrator Input | Increase volunteer and service opportunities for learners within the community. | All | Director of Marketing and Business Partnerships; Campus Administration | August 2014 | June 2015 | Local Funds | Service Projects Completed; Service Volunteer Hours | |

CISD DISTRICT IMPROVEMENT PLAN 2014-2015
APPENDIX A: STATE AND FEDERAL MANDATES

Bullying Prevention

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

Child Abuse & Sexual Abuse Prevention

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

Coordinated Health - SHAC Council

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

Dating Violence Awareness

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

Discipline Management – Safe Environments

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|---|--|
| 1. Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment. | Discipline Data | Assistant Superintendent of Administration | Discipline Report |
| 2. Provide professional learning opportunities to support campus character education initiatives (such as Great Expectations and Positive Behavioral Support Initiative). | Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10 , and Federal Funds | Campus Administration and Executive Director of Intervention Services | Eduphoria records |
| 3. Implement and provide advanced training on alternative options to In-School Suspension. | Campus Administrators, Region 10, Intervention Specialist/LSSP, and Federal Funds | Campus Administration and Executive Director of Intervention Services | Eduphoria Records |
| 4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations. | Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10 , and Federal Funds | Assistant Superintendent of Administration | Discipline Report |
| 5. Students that are highly at risk of dropping out of school will be recommended for enrollment in Victory Place. | Compensatory Education Funds | High School Counselors and High School Principals | Attendance Report, and Progress Monitoring Data of Victory Place and Rtl Students. |

Drug Prevention

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

Gifted and Talented Program

| Strategies | Resources | Staff Responsible | Evaluation |
|--|----------------------------------|--|---|
| 1. Establish a gifted and talented parent/community advisory committee to support and assist in GT services planning and improvements that emphasize key components of the Texas State Plan. | GT Faculty | Director of Advanced Academics | Committee Meeting Dates, Agendas, and Minutes |
| 2. Develop and implement an annual review process to measure the effectiveness of GT services. | GT Faculty and Content Directors | Director of Advanced Academics and Content Directors | Annual Report |
| 3. Develop and annually update a written comprehensive professional learning plan designed to address the needs of GT learners (including initial 30 hours of GT training and annual 6 hour update). | GT Faculty and Local funds | Director of Advanced Academics | Written Professional Learning Plan |
| 4. Develop a communication plan designed to systematize internal and external communication with all stakeholders | GT Faculty and Local funds | Director of Advanced Academics and Content Directors | Communication Plan |

Highly Qualified Teachers and Paraprofessionals

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

Post-Secondary Preparedness: Admissions & Financial Aid Information

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---------------------------------------|---|--|
| 1. Campuses will provide college and post high school information to all students. | High School Budgets | High School Counselors | Graduation Plans, and Post-Secondary Acceptance Data |
| 2. Students will complete the financial aid process. | High School Budgets | High School Counselors | Student PELL Application Completion Data |
| 3. All 6 – 12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests. | High School and Middle School Budgets | High School Counselors, and CTE Educators | User Account Report |
| 4. Counseling and career guidance will be available to help | High School Budgets | Counselors | Career Pathway Graduation Plans |

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| students with certification and technical opportunities. | | | |
| Strategies | Resources | Staff Responsible | Evaluation |
| 5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance. | High School Budgets | High School Principal | Participant Data, and Participant Surveys |
| 6. College and Career Night will be scheduled to offer opportunities for students and parents to visit with college recruiters and businesses. | High School Budgets | High School Counselors | Participant Data, and Participant Surveys |
| 7. College Recruiters will be given a venue to meet with students throughout the school year. | High School Budgets | High School Counselors | Schedule of Recruiter Visits |
| 8. AP and Pre-AP courses will be open-enrollment. | Campus Budgets | Counselors | Number of Students Completing AP Course Number of Students Passing AP Exams |
| 9. Dual and Concurrent credit will be available to all eligible students. | High School Budgets | Counselors | Number of Students Enrolled in Dual Credit Courses Number of Students Passing Dual Credit Courses |
| 10. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students. | Campus Budgets | Campus Administrators | Student Surveys and Four Year Plans |
| 12. Create a culture of college and redefine post-secondary education in order to best serve all students. | Campus Budgets | Campus Administrators | Student Surveys and Graduation Tracker Data |
| 13. Align college readiness assessments and design intervention framework to ensure college readiness for all. | Advanced Academic Budget and Campus Budgets | Curriculum Directors, Campus Administrators and Educators. | Student Surveys and Graduation Tracker Data |

Suicide Prevention

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

APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

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

Math

| Strategies | Resources | Staff Responsible | Evaluation |
|--|---|-------------------------|--|
| 1. Transition to New State Math TEKS. | State TEKS, and Campus Instructional Math Leads | Director of Mathematics | Articulated Courses Aligned to TEKS. |
| 2. Improve instructional practices through effective evidence-based instruction. | Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices | Director of Mathematics | Classroom Walkthrough Data, and Learning Design Units |
| 3. Continue Curriculum writing in elementary and high schools, while beginning the curriculum writing process in middle schools. | Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices | Director of Mathematics | Vertically Articulated Curriculum |
| 4. Redesign teacher cadres to create district exemplars. | Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices | Director of Mathematics | Reflective Journals, Learner Products, and Learner Surveys |

Science

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|--------------------------|--|
| 1. Continue to support inquiry-based instruction K-12. | Foss Kits, STC Kits, and Inquiry-Based Instruction Training | Director of Science | Classroom Walkthrough data, and Learning Design Units |
| 2. Focus on improving scientific best practices in K-12: <ul style="list-style-type: none"> • Planning and Carrying Out Investigations; • Analyzing and Interpreting Data; • Asking Questions and Defining Problems; and • Obtaining, Evaluating and Communicating Information. | Professional Learning Communities, Professional Learning, 2012-2013 Cadre Recommendations, and classroom walkthrough rubric | Director of Science | Eduphoria Records, Classroom Walkthrough data, Learner Products, and Learning Design Units |
| 3. Expand use of digital content resources K-12. | Instructional Materials Resource Committee, and iTunesU | Director of Science | Completed Instructional Materials Allotment Request Forms |
| 4. Embed information about STEM careers in K-12 classrooms. | Sally Ride Training (K-1 and 6-8), and Follow-up Support for Grades 2-5 | Director of Science | Classroom Walkthrough data, and Learning Design Units |
| 5. Expand opportunities for global collaboration. | World Moon Project, Google Earth, E-PALS, and Skype | Director of Science | Local Assessments, Classroom Walkthrough data, and Learning Design Units |

Social Studies

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|-------------------------------|--|
| 1. Create a constructivist conversation regarding Social Studies and the role of inquiry-based instruction. | Inquiry-Based Training | Coordinator of Social Studies | Eduphoria Records, Classroom Walkthrough data, and Learning Design Units |
| 2. Expand the use of virtual learning design K-12. | Virtual Learning Training | Coordinator of Social Studies | Classroom Walkthrough data, and Learning Design Units |
| 3. Expand the use of digital content resources K-12. | Instructional Materials Resource Committee, and iTunesU | Coordinator of Social Studies | Classroom Walkthrough data, and Learning Design Units |
| 4. Create a constructivist dialogue regarding high yield best practices. | John Hattie's Research | Coordinator of Social Studies | Eduphoria Records, Classroom Walkthrough data, and Learning Design Units |

ACRONYM INDEX

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|----------|--|-------|--|
| AEIS | Academic Excellence Indicator System | IT | Informational Technology |
| AP | Advanced Placement | iTeam | Integration Specialist Team |
| BEST | Business Education Success Team | LSSP | Licensed Specialist in School Psychology |
| BTIM | Beginning Teacher Induction and Mentors | OSS | Out of School Suspension |
| BYOD | Bring Your Own Device | PBMAS | Performance Based Monitoring Assessment System |
| C.A.R.E. | Chemical Awareness Resources & Education | PBS | Positive Behavior Supports |
| CISD | Coppell Independent School District | PEIMS | Public Education Information Management System |
| Comp Ed | Compensatory Education | PST | Promoting Success Team |
| CTE | Career and Technical Education | Rtl | Response to Intervention |
| EC | Early Childhood | SCE | State Comprehensive Education |
| EOC | End of Course | SHAC | School Health Advisory Council |
| D.A.T.E. | District Award of Teacher Excellence | SPED | Special Education |
| DIBS | Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee) | SRO | Security Resource Officer |
| GT | Gifted and Talented | TAKS | Texas Assessment of Knowledge & Skills |
| HR | Human Resources | TEA | Texas Education Agency |
| IB | International Baccalaureate | TEC | Texas Education Code |
| ICLE | International Center for Leadership in Education | TEKS | Texas Essential Knowledge & Skills |
| IDEA | Individuals with Disabilities Act | x2VOL | Data Warehouse for Service Learning |
| ISS | In School Suspension | | |