COPPELL INDEPENDENT SCHOOL DISTRICT

TOWN CENTER ELEMENTARY
CAMPUS IMPROVEMENT PLAN

2014- 2015

ANGIE BROOKS APPLEGATE, 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
ANGIE APPLEGATE	PRINCIPAL
BRETT SHELBY	ASSISTANT PRINCIPAL
KELLY SPEARS	COUNSELOR
MEGAN MCGRAW	KINDERGARTEN TEACHER
MORGAN PECCARELLI	1ST GRADE TEACHER
MARIE SORK	2ND GRADE TEACHER
BETH PARKER	3RD GRADE TEACHER
RENEE ROHANI	4TH GRADE TEACHER
JENNA TAYLOR	5TH GRADE TEACHER
LACI GARZA	SPECIALS TEACHER
HILLARY GORMAN	PARENT REPRESENTATIVE
CHARLA STRACENER	COMMUNITY REPRESENTATIVE

Coppell Independent School District

Campus Needs Assessment

List data utilized to identify the needs of your campus
- STAAR Testing Data   - TELPAS Data   - AWARE Data   - DRA2 information   - QSI Spelling Inventory Data   - Math Assessment Data and Benchmarks K-2   - MAP Assessment Data   - Portfolio samples of student work   - Discipline Reports   - Dyslexia Referrals   - Special Education Referrals   - Counseling Groups   - RTI Data/Progress Monitoring   - Medical Concerns   - Attendance Records   - District Parent Satisfaction Survey

List the identified needs of your campus derived from data review

Student Achievement: Based on data sources analyzed from our campus STAAR 2013-2014 testing and our past STAAR data for 2012-2013, as well as other district and campus assessments, we have found there is still a need to target our LEP, economically disadvantaged, and at-risk sub-populations for our campus in all academic areas. There is also a great need to focus on our special education learners and dyslexia learners who are currently being served to specifically pinpoint ways in which to help them even more with stronger interventions inside and outside of the general classroom setting. We will continue using the RTI process to identify and provide appropriate interventions for all of our learners and will have updated training on appropriate ways to collect data and how we use that data in order to better serve learner needs. We will continue utilizing our ESL facilitator, GT, Dyslexia, and Literacy Specialists as well as our Special Education Educators and Speech Language Pathologist in order to support classroom teachers in designing appropriate interventions for all learners. One of our main academic areas of concern continues to be mathematics. We will strengthen our math interventions and enrichment by utilizing our GT/Math Content Specialist to help with teacher training during vertical teams and faculty meetings. We will also utilize our Math Instructional Coach at the district level to help with strengthening our curriculum and math strategies. We will be delving deeper into how our math classrooms are structured in order to provide continued small group instruction and analyze the impact of that small group instruction. Another major area of concern is with writing. Building on last year's writing training, we will be using one of our language arts teachers to provide additional campus training for our teachers on best practices in writing, specifically in expository and narrative writing pieces. We will look at how our learners K-5 are receiving feedback on their writing and in what ways we are modeling and facilitating the writing process. We will continue our utilization of non-fiction readers to expose our learners to various types of literature, to focus on content area reading strategies, and to promote real-world problems and career awareness. This will help to build on comprehension strategies and reading skills for all learners. Our educators will continue working with our ESL facilitator to develop lessons that will strengthen vocabulary skills for our English Language Learners. There will also be a continued focus on vocabulary instruction and how it is incorporated into all academic areas, especially in the areas of Math and Science. We will continue utilizing the CISD learning framework for our TCE Understanding by Design units while incorporating learning through STEM and problem-based learning strategies.

School Climate/Culture:
We will continue implementing strategies from Great Expectations into our Town Center expectations as we work on creating a positive, safe and engaging learning environment for all of our learners. Our 3rd, 4th 5th grade, specials teachers and administrative team will be going through modules for Love and Logic and working with our counselor and Behavior Specialists in the district. We will continue our focus on relationships and making connections with all learners as we look at responsive teaching and cultural awareness in learning. We will continue working with our Town Center future ready outcomes and rubrics that provide our learners ways in which to showcase the skills of collaboration, communication, critical thinking and problem solving, digital literacy and digital citizenship and design thinking. We will be adding an additional outcome on social responsibility. These will be shared with our parents/community and showcased on our campus, educator and learner websites. All staff will be participating in campus book studies. We will use two books by: Peter Johnston, Choice Words and Opening Minds. This will allow our

campus to have reciprocal discussions about how we can meet the needs of all of our learners throughout the school year and create a culture that embraces diversity and individual differences that make up our community and world. We will also be utilizing articles and books that focus on the constructivist model and lesson design. We will continue communicating with all stakeholders through the use of Web 2.0 tools and will create partnerships with other campuses and businesses in order to provide a greater sense of community among all learners.

Authentic Assessments and Accountability:
As a campus, we will continue utilizing rubrics assessing Town Center Elementary future ready outcomes. We will continue implementing our STEM engineering design units and will use all of our resources to ensure integration of all academic areas with a specific focus on career awareness/readiness. Continued support through rubric creation for our engineering units will allow our educators to incorporate our learner outcomes with our learners. We will continue using blended learning and flipped learning opportunities for our students that will allow for differentiated learning at any pace, any place or any time. Assessments created will align with our blended learning that is incorporated into our curriculum to show the impact of those learning experiences. We will explore ways in which to ensure that all learners have access to technology tools for at home use for learning. This will include looking at times when our library is available after school and before school for learners as well as looking at a check out system for technology tools. All of our assessments will align with the CISD learning framework and we will be implementing our campus Understanding by Design template to structure our learning. We will continue our implementation of formative assessment techniques into the classroom and will find ways in which for learners to showcase their learning through goal setting as well as through various performance based assessments allowing for interest and choice in learning. We will explore and implement ways in which to increase parent and community involvement in providing feedback for our learners. We will continue to refine the use of our digital e portfolios as an assessment for learners. These will incorporate ways to showcase campus future ready outcomes, digital literacy and digital citizenship in learning.

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:	Campus Professional Learning Plan							
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	Identify campus professional learning priorities.	All	Campus Administrators	May 2014	August 2014	District Data; Campus Data	Selected Focus Areas Documented	
STAAR, TELPAS, Pinnacle 2020	Train campus staff on the prioritized areas.	All	Campus Administrators, Content Specialists, iTeam, Counselor and designated staff members	July 2014	October 2014	Campus Liaison, Learning Framework; Books; Outside Consultants; Title III Funds; Title I Funds; Local Funds	Eduphoria Records; Training Modules on Selected Focus Areas	
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; In-District Presenters	Eduphoria Records; Campus Sign-In Sheets; Training Video "Limitless Possibilities"	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Provide advanced learning opportunities to all educators for the five chapters on the Learning Framework.	All	Campus Administrators	August 2014	June 2015	CISD Curriculum Team, Campus Liaison, CISD Learning Framework; In-District Presenters; Books	Eduphoria Records; Campus Sign-In Sheets; Training Modules; Faculty and Vertical Team Meeting Agendas	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Provide professional learning in the area of responsive teaching. .	All	Campus Administrators and Counselor	August 2014	June 2015	CISD Learning Framework; Books; CISD Curriculum Department; Campus Liaison	Eduphoria Records; Campus Sign-In Sheets; Training Modules; Faculty Meeting, Vertical and PLC meeting agendas	

Parent Survey Feedback; Classroom Walkthrough Data; Educators Survey Feedback	Participate in training for 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 Administrator; K-4 Campus Educators	August 2014	June 2015	Curriculum Department; Outside Consultant(s) provided by the district	Eduphoria Records; Vertical Team Meeting Agendas	
Classroom Walkthrough Data, Visioning Document; STAAR data; TELPAS data	Establish grading practices in grade 5 that align with CISD assessment philosophy.	All	Campus Administrators; 5th grade Educators	August 2014	June 2015	CISD Learning Framework; Visioning Document; Curriculum Department	PLC and Vertical Team Meeting Agendas; Campus Professional Learning Plan	
Campus & parent feedback and state/local/campus assessments	Participate in updated training for Understanding by Design in order to build capacity for implementa-tion in the design and instruction process.	All	Campus Administrators; Campus Liaison; Campus Educators	August 2014	June 2015	CISD Learning Framework; Books; CISD Curriculum Department; Campus Liaison	Eduphoria Records; Campus Sign-In Sheets; Faculty Meeting, Vertical and PLC meeting agendas	

Campus & parent feedback and state/local/campus assessments	Participate in updated training for STEM and problem-based learning that incorporates questioning strategies and getting learners to develop their own questions through inquiry.	All	Campus Administrators; Campus Liaison; Outside Consultant, Campus Educators	August 2014	June 2015	Title I Funds; books; CISD Learning Framework and Visioning Document	Eduphoria Records; Sign-in sheets; Faculty meeting and Professional Learning Day Agendas	
Campus Input	Participate in Crucial Conversations training to help with collaboration and communica-tion skills with all stakeholders.	All	Campus Administrators; Campus Liaison; Team Leaders and Specials Teachers	October 2014	Nov. 2014	Local Funds; training materials	Eduphoria Records; Sign-in sheets	
Campus Input	New educators participate in monthly meetings to collaborate and brainstorm to improve learning environment and lesson design.	All	Campus Administrators; Counselor; All 1st and 2nd year educators	Sept. 2014	June 2015	CISD Learning Framework; Visioning Document; Book (Who Owns the Learning)	Eduphoria Records; Sign-in sheets	

Campus Input	Participate in a Campus Book Studies: Choice Words and Opening Minds, both by Peter Johnston to provided reciprocal conversations about relationships in learning.	All	Campus Administrators; Counselor; Campus Educators	Sept. 2014	June 2015	Local Funds; Books	Faculty and PLC Meeting agendas	

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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; Campus Input	Continue using the UbD framework to design learning experiences and house units in the TCE Google Site for Learning	All	Campus Administrators and All Staff	August 2014	June 2015	UbD Templates; Campus Liaison; CISD Learning Framework; Visioning Document	Educator Units and Lesson Plans	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Continue implementing the CISD learning design rubric to provide feedback for unit design	All	Campus Administrators and All Staff	August 2014	June 2015	Learning Design Rubric; TCE UbD Lesson Design Units for Planning	Rubrics with feedback given to educators; Eduphoria Data; Faculty and Vertical Meeting Agendas	
Educators Survey Feedback; Visioning Document; Pinnacle 2020 Committee Strategic Plan	Embed global awareness and international mindedness into unit design.	All	Campus Administrators and All Staff	August 2014	June 2015	UbD Lesson Design Units; Campus Liaison; CISD Learning Framework; Visioning Document	Unit Plans; District provided resources	

Campus Input	Continue providing STEM Ubd Lesson Design planning days for our educators as they plan integrated units and assessments with specific learner outcomes.	All	Campus Administrators and Campus Educators	August 2014	June 2015	UbD Lesson Design Units; Campus Liaison; CISD Learning Framework; CISD Lesson Design Rubric	TCE UbD Lesson Design Units	
Campus Input	Continue implementing STEM lesson design units and tools designed specifically to focus on problem-based learning and career awareness/readi-ness.	All	Campus Administrators and Campus Educators	August 2014	June 2015	Title I Funds; Engineering Kits; FOSS; Campus Liaison	TCE UbD Lesson Design Units; Walkthroughs	
Campus Input	Create an Innovation Station room with supplies for learners to construct, engineer, and design solutions to solve real world problems.	All	Campus Administrators and Campus Educators	August 2014	June 2015	Recycled items; Donations; Shelving cost Local Budget	TCE Innovation Station Room; TCE UbD Lesson Design Units	

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	Utilize the math and science curriculum splash screens with the new adoption.	All	Campus Administrators and All Staff	August 2014	June 2015	TEKS; Math Adoption Materials	Aligned Math Curriculum; Splash Screens; TCE UbD Unit Plans	
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Establish a balanced literacy program in grades K-5.	All	Campus Administrators; Literacy Coach; Language Arts Content Specialist	August 2014	June 2015	Literacy Coaches; Local Budget; Language Arts TEKS	Balanced Literacy Program; Lesson Plans; Walkthrough Data; TCE UbD Unit Plans	
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Utilize K-5 splash screens to support balanced literacy program.	All	Campus Administrators; Literacy Coach; Language Arts Content Specialist; Classroom Educators	August 2014	June 2015	Local Funds	Aligned Literacy Curriculum; Splash Screens; TCE UbD Unit Plans	

Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data; State Curriculum Change	Attend training for the new math TEKS.	All	Campus Administrators and All Math/Science Educators	August 2014	August 2014	Math TEKS	Eduphoria Records	
Campus Input	Continue implementing STEM lesson design units and tools designed specifically to focus on problem-based learning and career awareness/readiness.	All	Campus Administrators; Campus Educators	August 2014	June 2015	Title I Funds; Engineering Kits; FOSS; Campus Liaison	TCE UbD Lesson Design Units; Walkthroughs	

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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							

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	All new employees will receive expository writing training.	All	Campus Administrators; Write From the Beginning and Beyond (WFTBB) Trainer	August 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers	Eduphoria Records	
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.	K-5 Educa-tors	Campus Administrators; Literacy Coaches	August 2014	June 2015	Balanced Literacy Program; Literacy Coaches	Eduphoria Records; Campus Sign-In Sheets; Walkthroughs, TCE UbD Units	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All educators will receive follow-up training in expository and narrative writing as appropriately related to their areas of instruction with a specific focus on feedback in writing for learners.	All	Campus Administrators; Write From the Beginning and Beyond Trainer	August 2014	Dec. 2014	Director of Literacy; Expository and Narrative Writing Materials; WFTBB Trainer; Title I Funds	Eduphoria Records; Campus Sign-In Sheets	

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STAAR Data; TELPAS Data; MAP Data; DRA Data; Walkthrough Data; PBMAS Report	Establish and implement a plan to support needs identified on the STAAR scores and campus and district assessment data.	Sp. Ed.; 504; Ec. Disadv; Dyslexic and ELL learners	Campus Administrators; Counselor; All educators	August 2014	June 2015	Title I Funds; SCE Funds	STAAR needs Plans Established; Anecdotal Notes on Progress; Student Performance	

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STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All educators will receive follow-up training in expository and narrative writing as appropriately related to their areas of instruction with a specific focus on feedback in writing for learners.	All	Campus Administrators; Write From the Beginning and Beyond Trainer	August 2014	Dec. 2014	Director of Literacy; Expository and Narrative Writing Materials; WFTBB Trainer; Title I Funds	Eduphoria Records; Campus Sign-In Sheets	

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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							
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	All new employees will receive expository writing training.	All	Campus Administrators; Write From the Beginning and Beyond (WFTBB) Trainer	August 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers	Eduphoria Records	
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.	K-5 Educa-tors	Campus Administrators; Literacy Coaches	August 2014	June 2015	Balanced Literacy Program; Literacy Coaches	Eduphoria Records; Campus Sign-In Sheets; Walkthroughs, TCE UbD Units	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All educators will receive follow-up training in expository and narrative writing as appropriately related to their areas of instruction with a specific focus on feedback in writing for learners.	All	Campus Administrators; Write From the Beginning and Beyond Trainer	August 2014	Dec. 2014	Director of Literacy; Expository and Narrative Writing Materials; WFTBB Trainer; Title I Funds	Eduphoria Records; Campus Sign-In Sheets	

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								
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	All new employees will receive expository writing training.	All	Campus Administrators; Write From the Beginning and Beyond (WFTBB) Trainer	August 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers	Eduphoria Records	
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.	K-5 Educa-tors	Campus Administrators; Literacy Coaches	August 2014	June 2015	Balanced Literacy Program; Literacy Coaches	Eduphoria Records; Campus Sign-In Sheets; Walkthroughs, TCE UbD Units	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All educators will receive follow-up training in expository and narrative writing as appropriately related to their areas of instruction with a specific focus on feedback in writing for learners.	All	Campus Administrators; Write From the Beginning and Beyond Trainer	August 2014	Dec. 2014	Director of Literacy; Expository and Narrative Writing Materials; WFTBB Trainer; Title I Funds	Eduphoria Records; Campus Sign-In Sheets	

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								
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	All new employees will receive expository writing training.	All	Campus Administrators; Write From the Beginning and Beyond (WFTBB) Trainer	August 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers	Eduphoria Records	
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.	K-5 Educa-tors	Campus Administrators; Literacy Coaches	August 2014	June 2015	Balanced Literacy Program; Literacy Coaches	Eduphoria Records; Campus Sign-In Sheets; Walkthroughs, TCE UbD Units	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All educators will receive follow-up training in expository and narrative writing as appropriately related to their areas of instruction with a specific focus on feedback in writing for learners.	All	Campus Administrators; Write From the Beginning and Beyond Trainer	August 2014	Dec. 2014	Director of Literacy; Expository and Narrative Writing Materials; WFTBB Trainer; Title I Funds	Eduphoria Records; Campus Sign-In Sheets	

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								
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	All new employees will receive expository writing training.	All	Campus Administrators; Write From the Beginning and Beyond (WFTBB) Trainer	August 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers	Eduphoria Records	
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.	K-5 Educa-tors	Campus Administrators; Literacy Coaches	August 2014	June 2015	Balanced Literacy Program; Literacy Coaches	Eduphoria Records; Campus Sign-In Sheets; Walkthroughs, TCE UbD Units	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All educators will receive follow-up training in expository and narrative writing as appropriately related to their areas of instruction with a specific focus on feedback in writing for learners.	All	Campus Administrators; Write From the Beginning and Beyond Trainer	August 2014	Dec. 2014	Director of Literacy; Expository and Narrative Writing Materials; WFTBB Trainer; Title I Funds	Eduphoria Records; Campus Sign-In Sheets	

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							
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	All new employees will receive expository writing training.	All	Campus Administrators; Write From the Beginning and Beyond (WFTBB) Trainer	August 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers	Eduphoria Records	
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.	K-5 Educa-tors	Campus Administrators; Literacy Coaches	August 2014	June 2015	Balanced Literacy Program; Literacy Coaches	Eduphoria Records; Campus Sign-In Sheets; Walkthroughs, TCE UbD Units	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All educators will receive follow-up training in expository and narrative writing as appropriately related to their areas of instruction with a specific focus on feedback in writing for learners.	All	Campus Administrators; Write From the Beginning and Beyond Trainer	August 2014	Dec. 2014	Director of Literacy; Expository and Narrative Writing Materials; WFTBB Trainer; Title I Funds	Eduphoria Records; Campus Sign-In Sheets	

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:	TCE Google Site Database (Ubd Lesson Design Units) with partnerships formed.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Campus Input; Pinnacle 2020	Collaborate with other STEM campuses/ districts as well as the North Texas Consortium to gain ideas for authentic and field based learning experiences.	All	Campus Administrators; All Educators	August 2014	June 2015	Skype sessions; Campus visits	UbD Lesson Design and Faculty and Vertical Meeting agendas	
Campus Input; Pinnacle 2020	Partner with CHS, New Tech and other businesses to help in providing feedback to learners on their projects, presentations and learning experiences.	All	Campus Administrators; All Educators	August 2014	June 2015	STEM program at CHS; CHS and New Tech Administrators and Educators; Business Partners	UbD Lesson Unit Design and Formative Asssessments	

Campus Input; Pinnacle 2020	Educators will connect with other classrooms using Epals and other technology tools to enhance global connections for learners.	All	Campus Administrators; All Educators	August 2014	June 2015	Epals site; I-team specialist, Librarian/Media Specialist	UbD Lesson Unit Design and Website showing collaboration with others around the world	

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 Future Ready Outcomes embedded in all content areas; Rubrics used to evaluate these outcomes.							
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 and Campus Input	Continue identifying Future-Ready Outcomes for the campus.	All	Campus Administrators; Campus Educators	July 2014	August 2014	Resources Listed in the Learning Framework for Research Based Future Ready Outcomes	Future Ready Outcomes identified in the Learning Framework	
Pinnacle 2020 Committee Strategic Plan and Campus Input	Continue updating rubrics for campus future ready outcomes to be used in assessing learners.	All	Campus Administrators; Campus Educators	August 2014	Dec. 2014	TCE Future Ready Outcomes; District Future Ready Outcomes and Resources in the Learning Framework	Rubrics	

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 and Campus Input	Campuses will utilize campus-based Future Ready Outcomes and rubrics.	All	Campus Administrators; Campus Educators	August 2014	June 2015	District Learning Framework; Campus Rubrics	Lesson Plans; Walkthroughs; Campus, Educator and Learner websites	

Pinnacle 2020 Committee Strategic Plan and Campus Input	Inform stakeholders on the use of campus-based Future Ready Outcomes to develop the whole child.	All	Campus Administrators; Campus Educators	August 2014	June 2015	Webmaster; Campus Newsletters and Updates; Learning Framework	Campus Newsletters and Updates; District Website	

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 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; Campus and Parent Feedback	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; Campus Educators	August 2014	June 2015	Director of Marketing and Business Partnerships; Director of Enrichment Programs	Unit Plans; Service Learning Projects	
Pinnacle 2020; Campus and Parent Feedback	Host an Engineering Fair Night at the campus incorporating STEM and problem based learning	All	Campus Administrators; Campus Educators	February 2014	February 2015	Campus Liaison; STEM at CHS; business and community partnerships	Plans for the event; Agenda of activities	

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, 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	Implement professional development for educators to support the understanding and their participation in the New Educator's Evaluation process in CISD.	All	Campus Administrators	August 2014	Sept. 2014	Educator Evaluation System	Training Module; Eduphoria Records	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Refine the RtI system specifically looking at progress monitoring and interventions focusing on critical skills in math, reading and writing.	At-Risk	Campus Administrators; PST/RTI campus team; Campus Educators	August 2014	June 2015	RtI Resources	RtI Handbook; RtI Feedback from Educators and Administrators	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Create and implement learner goal setting protocols, self-monitoring tools, and instructional feedback forms to give ownership and empower learners in their learning.	All	Campus Administrators; Campus Educators	August 2014	June 2015	Student Led Conferencing Reference Materials	Protocols; Self-Monitoring Tools, and Instructional Feedback Forms	

Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Pilot various electronic mediums to facilitate learner goal setting and self-monitoring.	All	Campus Administrators; Campus Educators	Dec. 2014	June 2015	Electronic Mediums	Mediums Tested; Survey Results	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan	Develop a protocol for reporting current and historical assessment data to parents that affects the growth of the whole child.	All	Campus Administrators; Campus Educators	August 2014	June 2015	Data Warehousing System with Historical Data	Protocol Developed	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; Visioning Document	Expand digital curation of resources such as iTunes U courses and Google site Blended/Flipped learning K-5.	All	Campus Administrators; Campus Educators	August 2014	June 2015	Technology for curation; I-team; Librarian/Media Specialist; iTunes U info	New Digital Resources Created	

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	Provide professional learning and assessment planning days for educators and administrators to focus on the effective use of data and formative/summative assessment tools to inform lesson design.	All	Campus Administrators; All K-5 Classroom Educators	August 2014	June 2015	Training Module; Assessment Tools; STAAR Data; TELPAS Data; MAP Data; PEIMS Data	Eduphoria Records and Agendas from planning days	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Attend training on differentiation between screeners and diagnostic tools and how to utilize each to inform decisions.	All	Campus Administrators; Campus Educators	August 2014	June 2015	STAAR Data; TELPAS Data; MAP Data; Walkthrough Data; PEIMS Data	Eduphoria Records	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Create K-5 campus data team to analyze data to drive instruction.	All	Campus Administrators; Select Campus Educators	August 2014	Sept. 2014	Local Funds; Data Specialist	District and Campus Teams; Data Reports	

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	Participate in sheltered instruction training to all new educators who have not had SIOP or best practice sheltered instruction training.	ESL DLI	Campus Administrators; ESL Facilitator	August 2014	Oct. 2014	Training Modules; ESL Educators and Facilitators	Eduphoria Records	
STAAR Data; TELPAS Data; MAP Data; DRA Data	Provide culturally responsive teaching training to administrators and educators.	All	Campus Administrators	Sept. 2014	Jan. 2015	Campus Liaison; Books and CISD Curriculum Department	Eduphoria Records	
STAAR Data; TELPAS Data; MAP Data; DRA Data	Create a customized plan for all learners who did not advance one level on TELPAS.	ESL	Campus Administrators and ESL Facilitator	August 2014	October 2014	ESL Facilitators; TELPAS Data	Customized Plans	
STAAR Data; TELPAS Data; MAP Data; DRA Data	Implement specific vocabulary strategies to help ESL learners comprehend and apply.	ESL	Campus Administrators; ESL Facilitator; Campus Educators	August 2014	June 2015	ESL Facilitators; TELPAS Data; Curriculum Department	TCE UbD lesson design and vocabulary strategies highlighted on TCE Curriculum site	

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; Walkthrough Data	Conduct formal and informal walkthroughs in classroom with ESL learners with a focus on sheltered instruction strategy implementation to give feedback to educators on the integrity of strategy implementation.	ESL DLI	Campus Administrators	Sept. 2014	May 2015	Walkthrough Form	Walkthrough Data; STAAR Data; TELPAS Data; MAP Data	
DRA Data; STAAR Data; MAP Data; IEP Data; EOC Data	Participate in training to special education educators in content knowledge and instructional design.	Sp. Ed.	Campus Administration; Special Education Educators	August 2014	June 2015	Intervention Services Department	Eduphoria Records; List of Trainings Provided; Student Performance Data	
DRA Data; STAAR Data; MAP Data: IEP Data	Participate in training to general education educators regarding their role in implementing IEPs and 504 plans and in how to accommodate for learners with disabilities within the general education setting.	Sp. Ed./504	Campus Administrators; Special Education Educators	August 2014	June 2015	Intervention Services Department	Eduphoria Records; List of Trainings Provided; Student Performance Data	

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**
DRA Data; STAAR Data; MAP Data; IEP Data; 504 Data	Analyze data on the whole child (academic and social) then implement specific intervention plans for providing support inside and outside of school.	At Risk	Campus Administrators; Campus Educators	August 2014	June 2015	RTI documentation; anecdotal notes and records of learners	Specific Intervention Plans housed in Eduphoria and Classroom Data Binders	

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:	Integrated Digital Citizenship with CISD Character Traits; Parent Survey; Student Satisfaction Survey								
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	Incorporate the CISD character traits and TCE expectations with digital citizenship skills.	All	Campus Administrators; Campus Educators	August 2014	June 2015	CISD Character Education Program; Digital Citizenship Expectations; Coordinator of Instructional Technology; Director of Assessment	Parent Survey; Curriculum Developed; Student Satisfaction Survey		
PEIMS Data; Counselor Input	Provide "Parenting the Love & Logic Way" training to support educators and parents in developing personal responsibility in their children.	All	Campus Administrators; Counselor; All 3rd-5th grade educators and Specials teachers	August 2014	June 2015	Love & Logic Way Program and Training Materials; Trainer for the Program	Eduphoria Records and/or Sign-in Sheets		

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:	Digital Training Modules; SAMR assessment; Eduphoria Records							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Educator Feedback; Campus Input	Expand on training of educators for blended and flipped learning as well as the SAMR model of assessment in lesson design.	All	Campus Administrators; I-team Specialist; Librarian/Media Specialist	Sept. 2014	June 2015	Technology Equipment; iTeam, TCE UbD Lesson Design Units	Eduphoria Records; TCE UbD Lesson Design Units; Walkthroughs	
Campus Input	Continue implementing planning days where educators incorporate blended and flipped learning experiences into their lesson design.	All	Campus Administrators; Classroom Educators; I-team; Librarian/Media Specialist	Sept. 2014	June 2015	Title I Funds; past TCE UbD Lesson Design Units	TCE UbD Lesson Design Units; Walkthroughs	

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:	Digital Training Modules; SAMR assessment; Eduphoria Records							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Campus Input	Expand our Technology Showcase Night for parents to incorporate learners sharing and presenting the information.	All	Campus Administrators; Campus Educators; I-team Specialist; Librarian/Media Specialist	Sept. 2014	Sept. 2014	Technology Equipment; Educator plans for sharing	Technology Showcase event and agenda	

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**

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	Survey and analyze data from parents on the way they prefer to receive communication and consider this as a streamlined system is developed.	All	Campus Administrators	Sept. 2014	October 2014	Campus Survey	Survey Results	
Pinnacle 2020 Committee Strategic Plan	Centralize the location of supporting documents of foundational and future ready skills.	All	Campus Administrators	Sept. 2014	Nov. 2014	Campus Website; TCE Future Ready Skills; Rubrics of Future Ready Skills	Campus Website; Parent Link	

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	Utilize learner e portfolios (Google Sites) as a means for learners to report quantitative and qualitative data (evidence) of foundational and future ready skills and outcomes.	All	Campus Administrators; Campus Educators	Sept. 2014	June. 2015	iTeam; Curriculum Directors; Campus Liaison	Portfolio Items; Forms Created to Guide the Reporting Process	
Pinnacle 2020 Committee Strategic Plan	Create a process for parents to provide feedback on the campus communication system for learner outcomes.	All	Campus Administrators	Sept. 2014	June 2015	Parent Survey; Campus Liaison	Timeline and Process Created for Parent Feedback; Parent Survey	

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							
Needs Assessment	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	Campus Administrators; Campus Educators	Sept. 2014	June 2015	Educators; iTeam;	Forms and Process for Self-Assessment and Reflection	
Pinnacle 2020 Committee Strategic Plan and Campus Input	Establish a means for parents to communicate with the educator and learner on learner progress that is developmentally appropriate.	All	Campus Administrators; Campus Educators	Sept. 2014	June 2015	Local Funds	Schedules of Conferences; Documentation of Parent Input; Parent Survey	
Pinnacle 2020 Committee Strategic Plan and Campus Input	Design a communication plan to inform all stakeholders on reciprocal communication system.	All	Campus Administrators; Campus Educators	Sept. 2014	Oct. 2014	Websites; Campus Based Resources	Communication Plans for Each Campus	

| Pinnacle 2020 Committee Strategic Plan and Campus Input | Annually evaluate and make changes to system as a result of feedback provided by all stakeholders. | All | Campus Administrators; Campus Educators | April 2015 | May 2015 | Surveys | Parent Survey; Student Satisfaction Survey; Educator Survey; Administrator Survey | |

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	Utilize and communicate the CISD definition of digital citizenship with all stakeholders.	All	Campus Administrators; Campus Educators	August 2014	June 2015	TEKS; District info on Digital Citizenship	District Definition of Digital Citizenship	

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	Implement the skills and attributes required to demonstrate digital citizenship.	All	Campus Administrators; Campus Educators	August 2014	June 2015	TEKS; District info on Digital Citizenship; I-team specialist; Librarian/Media Specialist	List of Skills and Attributes to Demonstrate Digital Citizenship	

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 21st Century technology skills.							
Summative Evaluation:	Assessment Tools to Evaluate Digital Citizenship Growth; Parent, Learner, and Educator Survey							
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	Attend professional learning on digital citizenship curriculum.	All	Campus Administrators and Campus Educators	August 2014	June 2015	Technology Curriculum; Training Modules	Eduphoria Records	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Support and provide parent awareness of digital citizenship.	All	Campus Administrator; Campus Educators	August 2014	June 2015	Technology Curriculum; Training Modules; Coordinator of Instructional Technology; iTeam; Director of Professional Learning	Eduphoria Records	

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

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	Participate in professional learning for educators and administrators on the effective use of data and assessment tools to inform the design of learning.	All	Campus Administrators; Campus Educators	July 2014	June 2015	Training Modules; Director of Assessment; Director of Professional Learning; Data Specialist	Eduphoria Records	
Parent Survey; Pinnacle 2020 Strategic Planning; Educator and Administrator Input	Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for all learners.	All	Campus Administrators and Campus Educators	Sept. 2014	June 2015	Local Funds; Bond Funds	Redesign Plans for Learning Spaces	

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
Parent Survey; Pinnacle 2020 Strategic Planning; Educator and Administrator Input	Increase volunteer and service opportunities for learners within the community through Texan Town and problem-based learning experiences.	All	Campus Administrators and Campus Educators	August 2014	June 2015	Director of Marketing and Business Partnerships; Director of Enrichment Programs	Service Projects Completed; Service Volunteer Hours	

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 5th Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program.	Campus Budgets	Campus Counselor	Discipline Reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports, and Agendas

Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus counselors will be trained as trainers of trainers in the Dallas Children's Advocacy Center's training on Recognizing and Reporting Child Abuse.	Region 10	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 RtI 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 21st Century skills.	Title II funds, local funds	Executive Director of HR, Director of Professional Learning, and Communications Department	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II funds, local funds	Executive Director of HR and Director of Staff Development,	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

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

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

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: • 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

CISD DISTRICT IMPROVEMENT PLAN 2014-2015

Appendix C: Components of a School-Wide Title I Program

Components of a School-wide 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.	• See CNA • TCE Lesson Design Units • Campus Surveys for feedback • AWARE data • MAP data
School-wide reform strategies	Opportunities for all children to meet the State's proficient and advanced levels of student academic achievement Use effective methods and instructional strategies that are based on scientifically based research: i. Strengthen core academic programs ii. Increase amount and quality of learning time iii. Strategies for meeting educational needs of underserved populations	See: Strategic Objective/Goal 1 Performance Objective 4, Objective/Goal 2 Performance Objective 9
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.	All teachers' certifications have been verified and are all highly qualified.
Components of a School-wide Plan	**Standard**	**Evidence of Standard Completion and/or Progress Toward Completion**
Highly-qualified and	All staff is trained to meet individual needs of all	See: Professional Learning Plan and Strategic

Ongoing Professional Development	students, but particularly the lowest achieving students of any program that is included in the schoolwide program. All staff receives ongoing and sustained professional development that is aligned with the goals of the new vision plan.	Objective/Goal 1: Performance Objective 1 and Strategic Objective/Goal 1: Objective 10, Strategic Objective/Goal 2: Performance Objective 1
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.	Through the interview process, we screen for teachers that will be highly qualified and will be able to have students assigned to them that struggle.
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.	See: Strategic Objective/Goal 2: Performance Objective 2, Strategic Objective/Goal 3: Performance Objective 1 and Strategic Objective/Goal 1:Performance Objective 8
Preschool Transition Strategies	Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.) Specific strategies for helping students' transition into the elementary setting have been identified and implemented.	We hold a Kindergarten Round Up for all new Town Center students during the Spring so that parents are able to help their child transition from Pre-K, Head Start, etc. We also host a play date in order for us to start building relationships with all learners during the summer before the school year begins.
Components of a School-wide Plan	**Standard**	**Evidence of Standard Completion and/or Progress Toward Completion**

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.	Strategic Objective/Goal 1: Performance Objective 2, Strategic Objective/Goal 1: Performance Objective 9 See the CNA section of this document.
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.	Strategic Objective/Goal 1: Performance Objective 1 Strategic Objective/Goal 1: Performance Objective 9
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	Strategic Objective/Goal 1: Performance Objective 9, Strategic Objective/Goal 1: Performance Objective 10

CISD DISTRICT IMPROVEMENT PLAN 2014-2015
ACRONYM INDEX

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

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