



# **NEW TECH HIGH @ COPPELL**

## **CAMPUS IMPROVEMENT PLAN**

**2014- 2015**

**DR. LEANNE SHIVERS, PRINCIPAL**

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### **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 21<sup>st</sup> 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**

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>JEFF ALLEN</b>	<b>FACILITATOR</b>
<b>NORRIE BRASSFIELD</b>	<b>FACILITATOR</b>
<b>JENNIFER GREEVER</b>	<b>FACILITATOR</b>
<b>LASHAUMBE JERNIGAN</b>	<b>FACILITATOR</b>
<b>MICHAEL KENNINGTON</b>	<b>FACILITATOR</b>
<b>BRANDY OSTERBERGER</b>	<b>FACILITATOR</b>
<b>AVIEL PORZIO</b>	<b>FACILITATOR</b>
<b>KIM WOOTTON</b>	<b>FACILITATOR</b>
<b>MAGGIE SPROUL</b>	<b>LEARNER</b>
<b>SAI SIRIVELLA</b>	<b>LEARNER</b>
<b>KIMTRAN</b>	<b>LEARNER</b>
<b>DTTC</b>	<b>COMMUNITY PARTNER</b>
<b>DANA SHAY</b>	<b>PARENT</b>
<b>TRISHA-FIENE-SPAIN</b>	<b>COUNSELOR</b>
<b>WES VANICEK</b>	<b>ASSISTANT DIRECTOR</b>
<b>LEANNE SHIVERS</b>	<b>DIRECTOR</b>

# Campus Needs Assessment

## List data utilized to identify the needs of your campus

- Facilitator results from the New Tech Network School Success Rubric
- STAAR and EOC Data
- AEIS Report
- Percent and Areas of Semester Grades Below Passing
- ACT and SAT Results
- Data Drill on TEKS Passing Percentages
- Student and Parent Satisfaction Survey
- NTH@C Instructional Pedagogy
- Pinnacle 2020
- STaAR Chart Data
- Project Briefcases in Echo (Project Design)
- Learning Outcomes and Random Sampling of Passing Rates by Learning Outcome

Map Data – Note: An irregularity in the reporting of data occurred, therefore this data set was not used.

### List the identified needs of your campus derived from data review

**Network School Success Rubric:** Inconsistent perception of level of work with learner success in correlated TEKS categories. Variance in the level of perceived learner success and learner semester passing rates. This study addressed the need to study project depth and relevant project connections to industry standards.

**STAAR and EOC Data:** Learner passing rates higher and lower in similar areas as last year. Even after last year's focus on consistent project design, learner success meetings, and individual tutoring. Go to methods and intentional individualized intervention have not produced noticeable improvements in state testing results. Studying this data showed a need to better understand at-risk learning styles.

**AEIS Report:** This report was used to establish passing rates for all campus populations, drop out rates, and comparison data for ACT/SAT and state scores. This study showed the need to continue to address the achievement gap among our at-risk learners, special populations, and sub populations.

**Percent and Areas of Semester Grades Below Passing and Learning Outcome Passing Rates:** Rookies have a higher percentage of not passing a course than other grade levels, yet in state standardized testing the TEKS that are low are not always correlated with courses where grades are not at a passing level. Learners who are not passing a course are sometimes not passing a state exam, however this is not always consistent. This data showcased the need to study instructional deliver of project design, study TEKS implementation and delivery, and develop scaffolding to address instructional needs. This study also indicated the need to look at assessment, summative and formative, and learner success to determine if the correct level of scaffolding for assessments to accurately articulate learner understanding.

**ACT and SAT Results:** These scores have remained consistent, are comparable to other district 9-12 campuses, yet our scores have not shown a significant growth for multiple years. This study showed the need to address college and career readiness standards.

**Data Drill on TEKS Passing Percentages and Project Briefcases:** Upon reviewing the TEKS passing rates for each objective, available through Aware, greater information on specific areas by content started to surface. Consistency is present in each category, for example objective 1.a may be a higher performing area while objective 1.b is one of the lowest performing areas. Continuing to examine and compare this information has started to show consistency in high performance for areas address in all content areas through school wide learning outcomes. Examining this information has also created questions about the frequency certain TEKS are

addressed. This valuable data drilling has helped focus the need for the campus to begin understanding why some TEKS have high performance percentages and others have low performance percentages. Are certain areas addressed through all subject areas in our school wide learning outcomes and therefore higher performing, or are some areas addressed through all subject areas and still lower performing? Are certain groups of TEKS addressed through one project area, applied in an authentic way, allowing learners to perform well in these areas, while others TEKS are frequently addressed in projects with little application, allowing learners to never fully achieve the objective? We are studying these questions this year through each content area. Looking at the depth of our TEKS to produce greater rigor within our content projects is the focus for the year.

**NTH@C Instructional Pedagogy:**

**Pinnacle 2020:** Through reviewing the outcomes from this district and community partnership, a need to help communicate to all stakeholders is evident, as well as a need to ensure the importance of implementing digital citizenship for all learners.

**STaAR Chart Data:**

**Student and Parent Satisfaction Survey:** This survey showed qualitative information about the campus. With learners and parents feeling connected, as an important part of the campus, aware of course expectations, and prepared. Please note only a small percent of parents completed the satisfaction survey. A need identified is to increase the level of feedback received.

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #1</b>	Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.							
<b>Summative Evaluation:</b>	Completed professional learning plan for 2014-15.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD Learning Framework, STAAR EOC, New Tech Network School Wide Learning Rubrics	Identify campus professional learning needs	All	Director Assistant Directors Campus Network Advocate Math Coach Campus Liaison	June 2014	June 2015	Campus Data Campus Budget New Tech Network Resources	Completed professional learning plan and Eduphoria documentation.	.
TEKS Performance Levels	Identify and research TEKS objectives by department with high and low performance rates.	At - Risk	Director Assistant Directors Campus Network Advocate Department Heads Site Base Campus Liaison	August 2014	June 2015	Campus Data Aware Individual MAP Data Campus Budget	Data collection on Campus TEKS.  Next steps for individual at-risk learners and their learner success plans.	



<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #2</b>	Reframe and prioritize state standards in a way that leads to profound learning.							
<b>Summative Evaluation:</b>	Align campus learning outcomes to meet new state standards and college and career readiness standards.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
TEKS Implementation Research	Identify and research TEKS objectives by department with high and low performance rates	All	Director Assistant Directors Campus Network Advocate Department Heads Facilitators	August 2014	June 2015	Campus Data Aware Campus Budget	Campus data review in August and identified TEKS performance levels.	
PBL and PrBL Unit Designs and New Tech Network School Wide Learning Rubrics	Identify consistency of learning outcomes covered in each content area and overall learner success rate and determine next steps for instruction	All	Director Assistant Directors Campus Network Advocate Campus Liaison	August 2014	June 2015	Echo-Learning Outcome Rubric Success Rate Campus Budget	Evaluation of Current Learning Outcomes  Frequency of TEKS implementation in PBL and PrBL Units	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #3</b>	Align the written, taught and assessed curriculum.							
<b>Summative Evaluation:</b>	Documented project briefcases in Echo.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop .</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Student Parent Survey Feedback; STAAR Data; MAP Data, ACT/SAT, Semester Passing Rates	Evaluate project briefcases in Echo for learning outcomes and TEKS covered in projects	All	Director Assistant Directors Campus Network Advocate Site Base Design Team Facilitators Campus Liaison	August 2014	June 2015	New Tech Network Learning Outcome Rubrics and College and Career Readiness Research District Curriculum Directors TEKS Campus Budget	Review project briefcase for connection to adopted learning outcomes and aligned to college and career readiness standards.	
Student Parent Survey Feedback; STAAR Data; MAP Data, ACT/SAT, Semester Passing Rates	Study alignment of curriculum and implementation in projects	All	Director Assistant Directors Campus Network Advocate Site Base Design Team Facilitators Campus Liaison	August 2014	June 2015	New Tech Network Learning Outcome Rubrics and College and Career Readiness Research District Curriculum Directors TEKS Campus Budget	Agendas in ECHO showing alignment each six weeks.	

Student Parent Survey Feedback; STAAR Data; MAP Data, ACT/SAT, Semester Passing Rates	Create a campus Next Steps implementation plan for TEKS with lower performance rates	All	Director Assistant Directors Campus Network Advocate Site Base Design Team Facilitators Campus Liaison	August 2014	June 2015	New Tech Network Learning Outcome Rubrics and College and Career Readiness Research District Curriculum Directors TEKS Campus Budget	TEKS implementation research with semester learner success rates.	
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<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #4</b>	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Eduphoria Records, Classroom Walkthrough Data, Campus Needs Assessment Rubrics; Learner Performance Data; Learner Success Meetings							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
ACT/SAT Data, Semester Success Rates, STAAR Data; Data; MAP Data; School Success Rubrics	All facilitators participating in scaffolding workshops	All	Campus Network Advocate Assistant Directors Director Special Education Facilitator	August 2014	June 2015	District scaffolding program  Wednesday Campus PLC Time	Implementation of scaffolding strategies.  Completed scaffolding workshops.	
ACT/SAT Data, Semester Success Rates, STAAR Data; Data; MAP Data; School Success Rubrics	Self-assessment learning style survey for identified at risk, 504, and special education learners to help identify preferred learning styles	At-Risk  Sp Ed	Campus Network Advocate Assistant Directors Director Special Education Facilitator	August 2014	June 2015	Survey Campus Budget  Compensatory Education Funding	Completed self-assessment learning style survey for at-risk and special education learners.  Notes on implemented instructional strategies for specific learners.	

ACT/SAT Data, Semester Success Rates, STAAR Data; Data; MAP Data; School Success Rubrics	Review TAKS data by department for alignment with curriculum, campus learning outcomes, and college and career readiness standards	All	Campus Network Advocate Assistant Directors Director Special Education Facilitator	August 2014	June 2015	Campus Budget	Review TEKS data by department, make alignments, and adjust instruction.  Review AP learning objectives, instructional coverage, and make adjustments.	
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<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #5</b>	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.							
<b>Summative Evaluation:</b>	Community relations facilitator's data base for capstone, job shadowing, internships, and campus tours.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Network School Success Rubric to address project depth, relevant project connections to industry standards.  NTH@C Agency Rubric	Develop ongoing business partners invite partners to campus, and keep record of districts visiting campus on tours	All	Capstone Facilitator Campus Tour Coordinator Director Assistant Director Site Base Design Team	August 2014	June 2015	Tour Data Internship Information Capstone Partnerships Business Partnerships for Launches and Project Evaluators	Data base update each six weeks.  Completed list of community partnerships and how the campus and business joined together.	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #6</b>	Implement a system or systems to assess Future-Ready skills.							
<b>Summative Evaluation:</b>	Projects implementing identified college and career readiness skills in learning outcomes.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
ACT and SAT Data Network Rubrics	Look at learning outcome rubrics and identify areas aligned with future ready skills in ACT/SAT tests	All	Campus Network Advocate Director Assistant Directors Department Heads	August 2014	June 2015	Learning Outcome Rubrics Campus Budget College Board Information	Identified areas of learning outcome rubrics and identified skills according to college board.	
ACT and SAT Data Network Rubrics	Take identified areas of learning outcome rubrics and track overall learner success rates	All	Campus Network Advocate Director Assistant Directors Department Heads	August 2014	June 2015	Learning Outcome Rubrics Campus Budget College Board Information	Track data on learner success rates for identified college and career readiness pieces.	
ACT and SAT Data Network Rubrics	Meet with local businesses to identify relevant skills desired in business and industry	All	Campus Network Advocate Director Assistant Directors Department Heads	August 2014	June 2015	Campus Budget Local Business Partnerships Learning Outcome Rubrics	Facilitator Tours of Businesses	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #7</b>	Integrate Future-Ready learning skills within the district.							
<b>Summative Evaluation:</b>	Campus identification of FROS and campus learning outcomes and projects.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020 New Tech Network School Success Rubrics	Utilize campus-based FROS and rubrics to align with campus learning outcomes	All	Network Campus Liaison Director Assistant Directors District Campus Liaison Facilitators	August 2014	June 2015	District FROS rubrics PLC Time Learning Outcome Rubrics	Project Briefcases  PLC Time identify FROS in campus learning outcome rubrics.	



<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #8</b>	Increase connections between real world experiences and authentic classroom instruction.							
<b>Summative Evaluation:</b>	Survey data from learner, educator, and parents.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020 Learner and parent survey.	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	Capstone and Community Facilitator Director Communication Team	August 2014	June 2015	District Director of Marketing  Campus Liaison	Internships Job Shadowing Capstone PBL Units  Completed Database of Business Connections Capstone Projects Critical Friends	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #9</b>	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
<b>Summative Evaluation:</b>	Evidence of systems transformed and ACT, SAT, STAAR, and MAP data; Stakeholder Surveys;							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic STAAR Data	Create and implement professional development for educators to support the understanding and participation of the New Educators Evaluation process in CISD	All	Director Assistant Directors	August 2014	June 2015	CISD Educator Evaluation System	Reflection Piece During Training  Documents in Eduphoria	
Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data	Monitor and evaluate the HB5 foundation and endorsement graduation plans based on stakeholder feedback	All	Counselors Director Assistant Directors	August 2014	June 2015	Director of Advanced Academics  HB 5 Foundation Course	Endorsement evaluation plan meetings with learners once a year.  Four Year Plans Completed	

Parent Survey Feedback; Pinnacle 2020	Provide training to staff and parents in responding to mental health crisis	At-Risk	Counselors Nurse Director Assistant Director	August 2014	June 2015	Campus Budget District Intervention Services Directors as Resources	Feedback from Parents, Educators, and Learners Posted Links and Video Resources on Campus Site	
Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan	Provide training for learners, facilitators, and educators on the college entrance process focused on Naviance and essay writing	12 <sup>th</sup>	Counselors Facilitators	August 2014	June 2015	Campus Budget	Completed College Application Forms	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #10</b>	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.							
<b>Summative Evaluation:</b>	Learner Success Rates							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
STAAR Data; TELPAS Data; MAP Data	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design	All	Director Campus Testing Coordinator	August 2014	June 2015	Aware District Training	Completed Modules for Training	

<b>Strategic Objective/Goal 2:</b>	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
<b>Performance Objective #1</b>	Increase educator proficiency to respond to our diverse community of learners.							
<b>Summative Evaluation:</b>	Professional learning recorded in Eduphoria and learner success rates.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Parent Satisfaction Survey STAAR Data;	Provide culturally responsive teaching training to administrators and educators.	All	Director Campus Liaison	August 2014	June 2015	District Resources for Training  Campus Budget	Eduphoria Records of Completed Training	
Parent Satisfaction Survey STAAR Data;	Behavioral RTI Training	At-Risk	District Behavioral Intervention Director Campus Special Education Facilitator Director Assistant Directors Counselors	August 2014	June 2015	Campus Budget	Completed training and implementation of RTI behavioral interventions.	

<b>Strategic Objective/Goal 2:</b>	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
<b>Performance Objective #1</b>	Increase educator proficiency to respond to our diverse community of learners.							
<b>Summative Evaluation:</b>	Professional learning recorded in Eduphoria and learner success rates.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Parent Satisfaction Survey STAAR Data; Semester Grades	Redesign of learner success meetings to help support at-risk learners.	At-Risk	District Behavioral Intervention Director Campus Special Education Facilitator Director Assistant Directors Counselors	August 2014	June 2015	Compensatory Education Funds	Additional individualized instruction as needed for content areas.  RTI Intervention	

<b>Strategic Objective/Goal 2:</b>	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
<b>Performance Objective #2</b>	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.							
<b>Summative Evaluation:</b>	Digital Citizenship training for educators and learners.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Learner and Parent Survey  Pinnacle 2020 Committee	Implement training for all facilitators and learners.	All	Director iTeam Member	August 2014	June 2015	Blackboard Digital Literacy Course	Completed Digital Literacy Course	
School Learning Outcomes , Learner and Parent survey	Implement SAMR to evaluate use of technology in PBL Units.	All	iTeam Member Director Network Advocate Assistant Directors Department Heads	August 2014	June 2015	SAMR Training iTeam	Completed SAMR Training	

<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<b>Performance Objective #1</b>	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.							
<b>Summative Evaluation:</b>	Project launches incorporating community partnerships to increase project relevance and authenticity.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
School Learning Outcomes , Learner and Parent survey	Establish a first week project launch for juniors utilizing community partnerships	All	Director Assistant Directors Campus Advocate Campus Liaison Facilitators	August 2014	June 2015	District Director of Marketing  College and Career Readiness Standards  Campus Budget	Research notes and question form for learners to use during visit.  Project product, learner letter to themselves for future ready skills and goals for their junior and senior year.	
School Learning Outcomes, Learner and Parent Survey	Introduce facilitators to community partnerships for PBL relevance, rigor, and authenticity in units	All	Director Assistant Directors	August 2014	June 2015	District Director of Marketing  College and Career Readiness Standards  School Wide Learning Outcomes  Campus Budget	Driving question notecard to lead discussion during visits.  Reflection piece as part of PD after visits.	



<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<b>Performance Objective #2</b>	Create a system to communicate foundational and future-ready skills for each learner.							
<b>Summative Evaluation:</b>	NTH@C learner communication team and updated digital communication platform.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Learner and Parent Satisfaction Survey	Form a learner communication team to help communicate NTH@C events and outline learning outcomes being covered in projects	All	Assistant Directors Community Partners Learners Campus Technician iTeam	August 2014	June 2015	Parent Link Echo Website	Monthly Communication Team Meetings  Publications	
Learner and Parent Satisfaction Survey	Take Friday Notes a step further with a weekly digital communication piece such as S'More	All	Director Campus Technician iTeam	August 2014	June 2015	Parent Link S'more iTeam	Weekly Digital Communication Links	

<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<b>Performance Objective #3</b>	Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
<b>Summative Evaluation:</b>	Collaborate with the district to identify foundational knowledge and future ready skills, and assessment plan to communicate growth.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020 Learner and Parent Survey	Use NTH@C campus learning outcome rubrics to identify profound foundational knowledge and future ready skills in campus learning outcomes, and communicate skill sets to parents	All	Director Campus Advocate Campus Liaison Site Base Design Team	August 2014	June 2015	District Curriculum Directors NTH@C Learning Outcome Rubrics Campus Site Portal	NTH@C learning outcome rubrics highlighting foundational knowledge and future ready skills.	

<b>Strategic Objective/Goal 4:</b>	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).							
<b>Performance Objective #1</b>	Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.							
<b>Summative Evaluation:</b>	Adopt and use the district digital citizenship curriculum.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>

<b>Strategic Objective/Goal 4:</b>	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).							
<b>Performance Objective #1</b>	Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.							
<b>Summative Evaluation:</b>	Adopt and use the district digital citizenship curriculum.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020  Learner and Parent Survey	Select and/or develop digital citizenship curriculum and resources to be accessed and used by learners, educators, and parents	All	Director  iTeam Member	August 2014	June 2015	District Digital Citizenship Curriculum	CISD Digital Citizenship courses and resources.	
Pinnacle 2020 Learner and Parent Survey	Publish digital citizenship curriculum for access by all stakeholders	All	Director iTeam Member Campus Technician	August 2014	June 2015	District Digital Citizenship Curriculum	Additional CISD Digital Citizenship courses on campus site.	

<b>Strategic Objective/Goal 4:</b>	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).							
<b>Performance Objective #2</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 <sup>st</sup> Century technology skills.							
<b>Summative Evaluation:</b>	Align with CISD to ensure assessment tools are available to evaluate digital citizenship growth on campus.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020 Committee Learner and Parent Satisfaction Survey	As a campus work to design assessment tools to analyze growth for digital citizenship	All	Director Assistant Directors iTeam Member	August 2014	June 2015	Digital Citizenship Curriculum  Local Funds for Assessment Tools	Campus Assessment Tools for Digital Citizenship	
Pinnacle 2020 Committee Learner and Parent Satisfaction Survey	Provide professional learning on digital citizenship curriculum	All	Director Assistant Directors iTeam Member	August 2014	June 2015	Online assessment tool.  Local Funds	Completed training for assessment tool.	

<b>Strategic Objective/Goal 5:</b>	We will create a community-based accountability system for reporting learner growth.							
<b>Performance Objective #1</b>	Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.							
<b>Summative Evaluation:</b>	Partnerships and Internships as part of NTH@C graduation requirements.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Learner and Parent Survey, Network School Wide Learning Outcome Rubrics	Expand learning spaces within and outside of CISD facilities through the development of new and existing community partners	All	Capstone and Community Facilitator Director Assistant Director Counselors Facilitators	August 2014	June 2015	District Partnerships District Director of Marketing	Complete Capstone, Internships, and Job Shadowing	

## 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 <sup>th</sup> 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 <sup>st</sup> 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

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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

## CISD DISTRICT IMPROVEMENT PLAN 2014-2015

### 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"> <li>Planning and Carrying Out Investigations;</li> <li>Analyzing and Interpreting Data;</li> <li>Asking Questions and Defining Problems; and</li> <li>Obtaining, Evaluating and Communicating Information.</li> </ul>	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

			Design Units
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## ACRONYM INDEX

AEIS	Academic Excellence Indicator System	IT	Informational Technology
AP	Advanced Placement	iTeam	Integration Specialist Team
BEST	Business Education Success Team	LSSP	Licensed Specialist in School Psychology
BTIM	Beginning Teacher Induction and Mentors	OSS	Out of School Suspension
BYOD	Bring Your Own Device	PBMAS	Performance Based Monitoring Assessment System
C.A.R.E.	Chemical Awareness Resources & Education	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	RtI	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		