COPPELL INDEPENDENT SCHOOL DISTRICT

COPPELL MIDDLE SCHOOL NORTH
CAMPUS IMPROVEMENT PLAN

2014- 2015

AMANDA ZIAER, 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.

- **Perfomance 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
ANDREA GEORGE	COUNSELOR
SUSAN POWELL	COUNSELOR
JONI HILL	LIBRARIAN
LISA WALSH	SCIENCE EDUCATOR
JENNIFER PORTIER	ELA EDUCATOR
ANGELA GEIGER	SOCIAL STUDIES EDUCATOR
KARI DOLLAR	ELECTIVE EDUCATOR
TERRY MCCOWN	PE EDUCATOR & ATHLETICS COACH
TRACI KERNION	SPECIAL EDUCATION EDUCATOR
LAURIE KIRK	SPECIAL EDUCATION EDUCATOR
PAIGE PARK	GT AND SCIENCE EDUCATOR
ROYA TOMPKINS	PARENT
MELISSA EVANS	PARENT
CAROL FREESE	CAMPUS SECRETARY
MARY KEMPER	DISTRICT REPRESENTATIVE
AMANDA ZIAER	PRINCIPAL
TOMMY CHAMAKALA	ASSISTANT PRINCIPAL
KIMBERLY KINDRED	ASSISTANT PRINCIPAL
BRIANNA HINOJOSA-FLORES	COMMUNITY MEMBER
GAYLE WESTAPHER	COMMUNITY MEMBER
LORICE PERRY	MATH EDUCATOR

CISD

COPPELL INDEPENDENT SCHOOL DISTRICT

Campus Needs Assessment

List data utilized to identify the needs of your campus
- Visioning document   - Learning Framework   - Learner Grade Report Scores   - District Strategic Plan Committee   - Technology Advisory Committee   - CISD DIP   - AYP Scores   - AEIS Reports 2012-2013   - CIP 2013-2014   - PDAS Data   - System Safeguard data   - Special Programs Input (Special Education, RTI, ESL, GT)   - Parent and Student Satisfaction Survey (Qualitative and Quanitative)   - Student Success Team Meeting Notes and Data   - PEIMS Data for Discipline   - Flex/Enrichment Feedback – CMSN Character Development Lessons   - Guidance Counselor Office Log – Student Visit Issues   - STAAR Data   - MAP (NWEA) Data

List the identified needs of your campus derived from data review

As a committee, we have reviewed our campus data and highlighted the areas on our campus that will need to be addressed.

Action: Align the curriculum through engagement, enrichment and empowerment to expand the implementation of Future-Ready skills, global connections, increase real world experiences, and prepare learners to be successful beyond the classroom.

- According to the implantation rubric from the Visioning Document, the campus continues to need to develop in the area of Article 1: The New Digital Learning Environment where digital tools are accessible, engaging and connect learners to people and organizations outside of school.
- According to the implementation rubric from the Visioning Document, the campus needs to continue to develop in Article II: The new Learning Standards in the area of Future-Ready skills, engagement, enrichment and empowerment.

Action: Evaluate specific programs to address the needs of GT, At-Risk, Special Education, and other special populations to increase student success in core academic areas such as Math, Science, Social Studies, and English.

- According to the implementation rubric from the Visioning Document, the campus continues to need to develop in Article III: Assessments.
- Initial STAAR data show in the subject of math that learners who are At-Risk score lower than grade level average.
- Initial STAAR data show in the subject of reading that learners who are Limited English Proficient score lower than grade level average
- Initial STAAR data show in the subject of reading that learners who are At-Risk score lower than grade level average.
- Initial STAAR data show in the subject of math for Special Education learners score lower than grade level average.
- Initial STAAR data, systems safeguards, show in the area of special education math that learners performed lower than the state minimum of 55%
- Initial STAAR data, systems safeguards, show in the area of math for two or more races that learners performed lower than the federal minimum of 79%
- Initial STAAR data and system safeguards indicate support needed in math for special education learners. CMSN will follow

the recommendations of the district with regard to above level math learners being tested with on grade level state math assessments.

- Parent qualitative and quantitative feedback as well as walkthrough data showed that our campus staff needs more training in the area of active and purposeful engagement for our learners.

Action: Identify ways to utilize technology to help increase access to curriculum, learner engagement, and diverse formative and summative assessment systems.

- Self-assessment activity of the Visioning Document during leadership team meetings revealed more work needed to be done on Article I and III.
- Tech Time educator feedback showed a gap between educator proficiency in utilizing digital learning to increase learner engagement

Action: Increase and Improve middle school character development, bullying and substance abuse awareness.

- Learner feedback from learner design teams indicated more knowledge on anti-bullying and character development was needed.
- Parent feedback from the community design team and parent surveys showed more knowledge on anti-bullying, character development and substance abuse was needed.

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:	3E Unit and Daily Plans, PLC Team Instructional Design, and Student Success Meetings							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Satisfaction Survey, Technology Advisory Committee Feedback	Educators will be trained to support CMSN Learners to create digital portfolios to be carried through MS experience to highlight and showcase learning experiences and allow time for reflection.	All	6th and 7th grade Educators and Learners; Team Leads; Librarian; Administration	August 2014	June 2015	Google sites; classroom time, PLC time, Staff Meetings	Feedback from Parent and Student Satisfaction Survey Parent and Learner Feedback	
Parent Satisfaction Survey, System Safeguards – STAAR data, Learner Satisfaction Survey; leadership team feedback.	Special Education Teachers will be trained to support special education classrooms by implementing a modified inclusion model where educators push in support to learners with extra support needed in IEP's	All	6th, 7th and 8th grade special education co-teachers; special education department; CMSN Educators; Administration; Director of Special Education	August 2014	June 2015	PLC time; Staff Meetings; Special Education Meetings; professional learning from Special Education	Feedback from Parent and Student Satisfaction Survey Parent and Learner Feedback; STAAR data	

Parent Satisfaction Survey, System Safeguards – STAAR data, Learner Satisfaction Survey; leadership team feedback.	Staff members will be trained in differentiation strategies to strengthen skills needed to assist various learner needs.	All	6th, 7th and 8th grade CMSN Educators; Administration; Director of Special Education	August 2014	June 2015	PLC time; Staff Meetings; Region 10 trainings; professional learning from	Feedback from Parent and Student Satisfaction Survey Parent and Learner Feedback; STAAR data	
Parent Satisfaction Survey, Technology Advisory Committee Feedback	New Educators will be trained in the 3E model as well as flipped classrooms to be able to support engagement, enrichment and empowerment within lesson design.	All	6th and 7th grade Educators and Learners; Team Leads; Librarian; Administration	August 2014	June 2015	New Hire training at North, PLC time, Staff Meetings and professional learning days; monthly new hire luncheons; online books study over flip your classroom.	Feedback from Parent and Student Satisfaction Survey Parent and Learner Feedback; educator feedback, walkthrough data.	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective #2	Reframe and prioritize state standards in a way that leads to profound learning.							
Summative Evaluation:	3E unit plans; critical friends; walkthrough data; student and parent satisfaction survey feedback;							

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Satisfaction Survey, Technology Advisory Committee Feedback	6th & 7th grade learners will create digital portfolios to be carried through MS experience to showcase reflection and growth through coursework.	All	6th and 7th grade Educators and Learners; Team Leads; Administration	August 2014	June 2015	Google sites; classroom time, PLC time, Staff Meetings	Feedback from Parent and Student Satisfaction Survey Parent and Learner Feedback	
Parent Satisfaction Survey, Student Satisfaction Survey, STAAR data	Promote school wide reading through SSR time during Enrichment weekly.	All	Principal; Assistant Principals, CMSN Educators	August 2014	June 2015	Library and classroom sets of books and reading materials	Feedback from Parent and Student Satisfaction Survey Parent and Learner Feedback	
Parent Satisfaction Survey, Student Satisfaction Survey, STAAR data	Educators will design engaging 3E lesson experiences for learners.	All	Principal; Assistant Principal; CMSN Educators; iTeam	August 2014	June 2015	3E training; New Hire 3E trainings; ongoing professional learning	Feedback from Parent and Student Satisfaction Survey Parent and Learner Feedback; walkthrough data;	

Parent Satisfaction Survey, Student Satisfaction Survey, STAAR data; Educator Feedback; Walkthrough data	GT ELA and GT SS classes will integrate curriculum within a Humanities model.	All	Principal; Assistant Principal; CMSN Educators; Team Leads; Humanities Educators; iTeam	August 2014	June 2015	3E training; ongoing professional learning; Humanities Texas training and curriculum.	Feedback from Parent and Student Satisfaction Survey Parent and Learner Feedback; walkthrough data;	

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:	3E Unit and Daily Plans, PLC Team Instructional Design, and Student Success Meetings								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
MAP testing data, ACT Aspire data, Progress Monitoring, Limited STAAR data, and READ 180 and Lexile Scores	PLC Teams will engage in daily design time and review learner data to evaluate and design learning experiences to scaffold for each learner.	All	Department Heads, Team Leaders, Literacy Coach, Math Coach, ESL Educator, and Special Education Educator	August 2014	June 2015	Leadership team, eTools, Testing programs, District Fiscal Report, Aware, and PLC Calendar	Walkthroughs, PLC Meetings, Learner Grades, PST Plans for Individual Learners, and Campus Learner Achievement Data	
MAP testing data, ACT Aspire data, Progress Monitoring, Limited STAAR data, and READ 180 and Lexile Scores	Student Success Meetings will take place during first week of each six weeks to address RtI and closing the achievement gap.	All	Department Heads, MLI Educators, PLC Teams, Principal, Academic Deans, Counselor and Campus Liaison	August 2014	June 2015	3E Unit Plan, eTools, iPads, 3E Implementation Rubric, Critical Friends, Learning Outcomes, Technology Budget Team and Department Budget	Walkthroughs, PLC Meetings, Learner Grades, PST Plans for Individual Learners, and Campus Learner Achievement Data	
Appraise Walkthroughs, Engagement data, Enrichment data, and College & Career Readiness	Technology tools will be used to increase support in the areas of engagement, enrichment, and empowerment within instruction.	All	Department Heads, Team Leaders, iTeam, Literacy Coach, Math Coach, Principal, Academic Deans, and Campus Liaison	August 2014	June 2015	Technology Budget, Team Budget	Walkthroughs, 3E Unit Design, and Learner Data	

Student Design Team, Student Success Meetings, and Campus Design Team's Formative Assessments	Align formative assessment to provide increased learner feedback to improve learner performance.	All	Department Heads, Team Leaders, iTeam, Literacy Coach, Math Coach, Principal, Academic Deans, and Campus Liaison	August 2014	June 2015	eTools, Workshops on Formative Assessments, Technology Budget Team, and Department Budget	Daily Formative Assessments, Walkthroughs, and Learner Data	
STAAR data; Student Design Team, Student Success Meetings, and Campus Design Team's Formative Assessments	Follow the recommendations of the district with regard to above level math learners being tested with on grade level state math assessments.	All	Department Heads, Team Leaders, iTeam, Literacy Coach, Math Coach, Principal, Academic Deans, and Campus Liaison	August 2014	June 2015	eTools, Workshops on Formative Assessments, Technology	Daily Formative Assessments, Walkthroughs, and Learner Data; STAAR data	

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:	Documented business partnerships, student community events, and speakers.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS reports, AYP and STAAR data, Student Success Meetings, PST, Rti, 504, Explore data, MAP testing, and counseling	Utilize Cougar Academic Academy to address at-risk student performance to close the achievement gap.	At-Risk Special Education Hispanic African American	Team Leaders, Literacy Coach, Math Coach, Counselors, Academic Dean, Principal, Campus Liaison, and site based committee	August 2014	June 2015	Team Leads. Department Heads, Academic Deans, Counselors, Principal, Curriculum Department, Intervention Services, iTeam and Compensatory Education Funds	Learner Grades Performance Data, and Cougar Academic Academy	
AEIS reports, limited AYP and STAAR data, Student Success Meetings, PST, Rti, 504, Explore data, MAP testing, and counseling input	Utilize individual student success meetings and PLC Teams to create intervention plans to close the achievement gap	At-Risk Special Education Hispanic African American	Team Leaders, Literacy Coach, Math Coach, Counselors, Academic Dean, Principal, Campus Liaison, and site based committee	August 2014	June 2015	Team Leads. Department Heads, Academic Deans, Counselors, Principal, Curriculum Department, Intervention Services, iTeam and Compensatory Education Funds	Learner Grades Performance Data, and Cougar Academic Academy	

Middle School Strategic Plan, DIP, AEIS, TAKS, and Walkthroughs	Utilize PLC teams to improve instruction through the use of exploration and inquiry based instruction	All	Department Heads, Curriculum Department, Team Leads, Principal, Academic Deans, and iTeam	August 2014	June 2015	Utilize business partnerships with IBM, and other community members to help experts within the classroom	Campus Professional Development Plan, Eduphoria, and 3E Unit Plans	
AEIS reports, limited AYP and STAAR data, Student Success Meetings, PST, Rti, 504, and counselor meetings	Review RtI and 504 support to identify underserved areas in order to close achievement gaps	At-Risk Hispanic African American	Counselors, Academic Deans Principals, Department Heads, Math Coach, Literacy Coach, and Intervention Services	August 2014	June 2015	Intervention Services, Aware, and Curriculum Department	Aware, PST Meetings, and Rti Plan	
Middle School Strategic Plan, DIP, AEIS, STAAR, and Walkthroughs	Conduct assessment workshops, Implement Professional learning on the 3E unit design plan to increase instructional rigor	All	Department Heads, Curriculum Department, Team Leads, Principal, Academic Deans, and iTeam	August 2014	June 2015	Staff Development plan for 2014-2015, Workshop Plan, PLC Team Calendar, iTeam, Professional Development Budget, Team Lead, and Department Budget	Campus Professional Development Plan, Eduphoria, and 3E Unit Plans	

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:	Documented Business Partnerships and Learner participation								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback, Design Team, and PTO	Expand STEM programing with the help of the CMSN Design team and Business partnerships	ALL	Site Base Design Team, PTO, Academic Deans, Principal, and District Liaison	August 2014	June 2015	CMSN Design Team, PTO Members, CISD School Board Members, Business Partnerships, and Department Budget	Survey feedback from learner, and Community Design team	
Community Feedback, Design Team, and PTO, parent and student survey	Expand business and community partnership by having community members/parents participate in Learning Walks	All	PTO, Principal	August 2014	June 2015	CMSN Design Team, PTO Members, CISD School Board Members, Business Partnerships, and Department Budget	Survey feedback from learner, and Community Design team	
Community Feedback, Design Team, and PTO, parent and student survey	Expand business and community partnership by having community members/parents participate in project evaluators	All	PTO, Academic Deans, and Principal	August 2014	June 2015	CMSN Design Team, PTO Members, CISD School Board Members, Business Partnerships, and Department Budget	Survey feedback from learner, and Community Design team	

Community Feedback, Design Team, and PTO, parent and student survey	Expand business and community partnership by promoting mentor ship programs to support science fair.	All	PTO, Academic Deans, Science Educators and Principal	August 2014	June 2015	CMSN Design Team, PTO Members, CISD School Board Members, Business Partnerships, and Department Budget	Survey feedback from learner, and Community Design team	

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:	New campus walkthrough, professional learning, and 3E Unit Design and 3E Unit Rubric.							
Needs Assess.	Action Step(s)	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Visioning Document, Campus Self-Assessment, and Appraise	Implement updated 3E Unit design based on UbD and CISD Learning Framework.	All	Principal, Academic Deans, Leadership Team, Campus Liaison, and Curriculum Department	August 2014	June 2015	Partnership for 21st century, TASA Network Visioning Document, 3E Unit Rubric, Student Learning Outcomes, 3E Unit Design, UbD Resources, Curriculum Department, Transformation Training, Campus Department Budgets, and Campus Professional Development Budget	Evaluation on Vision Implementation Matrix Guide, Self-Assessment TASA site, 3E Unit Work, and Trainings	
Visioning Document, Campus Self-Assessment, and Appraise	Implement new campus walkthrough forms to provide effective feedback to educators.	All	Leadership team, PLC teams, Campus Liaison, Principal, and Academic Deans	August 2014	June 2015	CISD Learning Framework	New Campus Walkthrough form	
Visioning Document, Campus Self-Assessment, and Appraise	Align campus professional learning (including Information Literacy) to the Learning Framework.	All	Leadership team, PLC teams, Campus Liaison, Principal, and Academic Deans	August 2014	June 2015	CISD Learning Framework, Visioning document, Transformation training	Evaluation on Vision Implementation Matrix Guide, Self-Assessment TASA site, 3E Unit Work, and Trainings	

CISD Curriculum Framework	Review the new CISD Learning Framework and Understanding by Design Framework to align campus professional learning opportunities.	All	Leadership team, Educators, Campus Liaison, Principal, and Academic Deans	August 2014	June 2015	Curriculum Department, Site Based Leadership Team	Campus 3E Unit Design Template and 3E Rubric	

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:	New campus walkthrough, professional learning, and 3E Unit Design and 3E Unit Rubric.							

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Curriculum Framework	Implementing the use of learning outcomes in the form of summative assessment to assess future ready skills	All	Leadership team, Educators, Campus Liaison, Principal, and Academic Deans	August 2014	June 2015	3E Unit Rubric, student learning outcomes, and 3E unit design	Campus 3E Unit Design Template, and 3E Rubric	
CISD Curriculum Framework	Providing professional development to assess future ready outcomes to be supported by the Learning Framework.	All	Leadership team, Educators, Campus Liaison, Principal, and Academic Deans	August 2014	June 2015	3E Unit Rubric, student learning outcomes, and 3E unit design	Campus 3E Unit Design Template, and 3E Rubric	
CISD Curriculum Framework	Review and align the 3E Unit Rubric according to the CISD Learning Framework and Understanding by Design Framework to assess Future Ready Skills.	All	Leadership team, Educators, Campus Liaison, Principal, and Academic Deans	August 2014	June 2015	Curriculum Department, Site Based Leadership Team	Campus 3E Unit Design Template and 3E Rubric	

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:	3E Units documenting the connection, service learning, and increased connections with business community.								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Leadership team feedback, Campus Design team, and Learner Design Team feedback	Structure unit to design to facilitate engagement, enrichment, and empowerment.	All	Educators, Team Leads, Department Heads, Academic Deans, Principal, iTeam, Curriculum Department, and Campus Liaison	August 2014	June 2015	CISD Learning Framework, UbD Resources, eTools, Curriculum Department, and State and Local funding.	Learner products, and Walkthroughs	
Leadership team feedback, Campus Design team, and Learner Design Team feedback	Specify flipped, global connections, PBL, and learner voice and choice in unit design planning.	All	Educators, Team Leads, Department Heads, Academic Deans, Principal, iTeam, Curriculum Department, and Campus Liaison	August 2014	June 2015	CISD Learning Framework, UbD Resources, eTools, Curriculum Department, and State and Local funding.	Learner products, and Walkthroughs	

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:	PBMAS, learner enrollment, learner certification, iExplore program evaluations, STAAR data and New Vision Implementation Matrix.								

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS reports, limited AYP and STAAR data, Student Success Meetings, PST, RtI, 504, ACT Aspire data, MAP testing, and counseling input	Utilize PLC teams through student data days to create intervention plans to close the achievement gap.	At risk Special Education Hispanic African American	Team Leaders, Literacy Coach, Math Coach, Counselors Academic Dean, Principal, and Campus Liaison	August 2014	June 2014	Team Leads, Department Heads, Academic Deans, Counselors, Principal, Curriculum Department, Intervention Services, iTeam, and Compensatory Education Funds	Learner Grades, Performance Data, and Cougar Academic Academy	
AEIS reports, limited AYP and STAAR data, Student Success Meetings, PST, RtI, 504, ACT Aspire data, MAP testing, and counseling input	Move to inclusion model to increase expectations of co-teach and inclusion learners and to close the achievement gap	All	Special Education Dept. Chair, Educators, Administration, and Principal	August 2014	June 2015	Team Leads, Department Heads, Academic Deans, Counselors, Principal, and Intervention Services Department	Learner Grades, Performance Data, PEIMS Discipline Reports, ARD input/feedback.	

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:	Parent and student satisfaction survey data; Educator feedback; Student Success Meeting data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student Success Meetings; Visioning Matrix	Educators will visit and adopt specific grading beliefs as outlined in the Assessment chapter of the Learning Framework.	ALL	District Administration; Campus Administration; CMSN Team Leads, CMSN Department Chairs and CMSN Educators	August 2014	June 2015	Learning Framework; online resources, professional learning; PLC time; Department Meetings; District professional learning	Learner Grades, performance data; Gradebook	

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:	Student and parent satisfaction surveys; educator feedback; student campus survey feedback; educator survey feedback.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Student Success Meetings; Visioning Matrix; Learning Framework; RTI data	Provide professional learning on responding to learners and diversity training.	All	District Administration; Campus liaison; Principal; Assistant Principal Team Leads; Dept. Chairs	August 2014	June 2015	Learning Framework; online resources, professional learning; PLC time; Department Meetings; District professional learning	Learner Grades, performance data; Gradebook; student satisfaction survey; parent satisfaction survey	

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:	Assemblies, parents meetings, campus Enrichment Times for anti-bullying and other counseling programs.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Counseling feedback, parent, learner, educator, and community feedback	Utilize flex (Enrichment) schedule to provide character lessons	All	Teachers, Counselors, Academic Deans, and Principal	August 2014	June 2015	Counselors, online resources, and state and local funds	Learner survey Student Satisfaction Survey Data	
Counseling feedback, parent, learner, educator, and community feedback	Schedule learner assemblies to address bullying and other needs prior or after events for continued awareness and parent meetings	ALL	Counselors, District Cyber and Anti-bullying Committee, Academic Deans, Principal, and campus liaison	August 2014	June 2015	Counselors, online resources, and state and local funds	Learner survey Student Satisfaction Survey Data	
Counseling feedback, parent, learner, educator, and community feedback	Promote positive Cougar Character through Cougar High Five Program	All	Educators, Counselors, Academic Deans, and Principal.	August 2014	June 2015	Counselors, online resources, and state and local funds	Learner survey Student Satisfaction Survey Data	

Strategic Objective/Goal 3:	We will foster proactive and reciprocal communication for learner success.							
Performance Objective #3	Communicate the Learning Framework to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Documents used to communicate to parents, educators, and community stakeholders.							
Needs Assess.	**Action Step(s)**	**Sp. Pop**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
CMSN PTO and Parent Feedback	Share assessment plan, dates, and focus through course syllabi, curriculum night, PST meetings, and grading available through the portal to provide communication opportunities to parents, educators, learners, and community stakeholders.	All	Educators, Academic Deans, Principal, and District Director of Assessment	August 2014	June 2015	CISD Assessment Handbook, Campus Site, Principal North News, eSchool, and Office Supply Budget	PLC Team meetings, PTO meetings, and Attendance at Events	

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:								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**

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Summative Evaluation:									
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Satisfaction Survey, Student Satisfaction Survey, Parent Feedback, Technology Advisory Committee	Conduct "Quick Bytes and Breakfast Bytes" parent workshops over topics requested by parents/community	ALL	iTeam, Team Leads, Academic Deans, Librarian and Principals	August 2014	June 2015	iTeam Memebers, PLC Team Leaders, Academic Deans, Principal, Librarian, Staff Development Budget, Technology Budget, and PTO Grants	3E Unit plans, Use of eTools; SAMR rubric; Technology Resource checkout data, and Lab Use	
Parent Satisfaction Survey, Student Satisfaction Survey, Parent Feedback, Technology Advisory Committee	Utilize Enrichment time to supplement lessons over digital citizenship.	ALL	iTeam, Team Leads, Academic Deans, Librarian and Principals	August 2014	June 2015	iTeam Memebers, PLC Team Leaders, Academic Deans, Principal, Librarian, Staff Development Budget, Technology Budget, and PTO Grants	3E Unit plans, Use of eTools; SAMR rubric; Technology Resource checkout data, and Lab Use	
Parent Satisfaction Survey, Student Satisfaction Survey, Parent Feedback, Technology Advisory Committee	Implement a Learner Tech Force to serve as a help desk for learners and educators with technology related issues.	ALL	iTeam, Team Leads, Academic Deans, Librarian and Principals	August 2014	June 2015	iTeam Memebers, PLC Team Leaders, Academic Deans, Principal, Librarian, Staff Development Budget, Technology Budget, and PTO Grants	3E Unit plans, Use of eTools; SAMR rubric; Technology Resource checkout data, and Lab Use	

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:	Documentation of staff participation in training, tech time, technology, levels integrated in unit plans, PLC team tech time, and campus professional development plan							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Self-Assessment on Visioning Document, educator feedback; Technology Advisory Committee Feedback;	Utilize Tech Time for educators to give feedback on campus progress on the visioning documents	All	iTeam, Team Leads, Academic Deans, and Principals	August 2014	June 2015	iTeam Memebers, PLC Team Leaders, Academic Deans, Principal, Staff Development Budget, Technology Budget, and PTO Grants	3E Unit plans, Use of eTools; SAMR rubric; Technology Resource checkout data, and Lab Use	
Self-Assessment on Visioning Document, educator feedback; Technology Advisory Committee Feedback;	Utilizing various workshops on visioning matrix, educators will give feedback in campus progress on the visioning document	All	iTeam, Team Leads, Academic Deans, and Principal	August 2014	June 2015	iTeam Memebers, PLC Team Leaders, Academic Deans, Principal, Staff Development Budget, Technology Budget, and PTO Grants	3E Unit plans, Use of eTools; SAMR rubric; Technology Resource checkout data, and Lab Use	
Self-Assessment on Visioning Document, educator feedback; Technology Advisory Committee Feedback;	Utilizing Campus Professional learning plan, educators will engage in activities to promote transformation	All	iTeam, Team Leads, Academic Deans, and Principal	August 2014	June 2015	iTeam Memebers, PLC Team Leaders, Academic Deans, Principal, Staff Development Budget, Technology Budget, and PTO Grants	3E Unit plans, Use of eTools; SAMR rubric; Technology Resource checkout data, and Lab Use	

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:	Documentation of staff participation in training, tech time, technology, levels integrated in unit plans, PLC team tech time, and campus professional development plan							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Self-Assessment on Visioning Document, educator feedback; Technology Advisory Committee Feedback;	Learner created Google sites for showcasing of learner work	All	Educators; Iteam; Administration;	August 2014	June 2015	iTeam Memebers, PLC Team Leaders, Academic Deans, Principal, Staff Development Budget, Technology Budget, and PTO Grants	3E Unit plans, Use of eTools; SAMR rubric; Technology Resource checkout data, and Lab Use	

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

Strategies	Resources	Staff Responsible	Evaluation
4. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School Budgets	Counselors	Career Pathway Graduation Plans
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 iTunes U	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 iTunes U	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

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