



Pinkerton Elementary

CAMPUS IMPROVEMENT PLAN

2013- 2014

KRISTI MIKKELSEN

PRINCIPAL

CISD MISSION STATEMENT:

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

CAMPUS IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess Future-Ready skills.
- **Performance Objective 6:** Integrate Future-Ready learning skills within the district.
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** 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 increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses Future-Ready technology skills.
- **Performance Objective 2:** Develop a "green" IT strategy and promote "green" initiatives to reduce costs.

**CAMPUS SITE-BASED COMMITTEE
2013 - 2014 COMMITTEE MEMBERS**

NAME OF PARTICIPANT	COMMITTEE ROLE
ANGELA GARVIN	EDUCATOR
JACQUIE GRAVES	EDUCATOR
GINGER DENTON	EDUCATOR
MARNIE WARD	EDUCATOR
MEREDITH JOHNSTON	EDUCATOR
SARA HOPE	EDUCATOR
NATALIE CUCCIA	EDUCATOR
KATHY KIRKLEY	COUNSELOR
LEIGH WALKER	PARENT
KIM CONNER	COMMUNITY MEMBER
DEBBIE YOUNGS	DISTRICT LIAISON
ANGIE HUX	ASSISTANT PRINCIPAL
KRISTI MIKKELSEN	PRINCIPAL



COPPELL INDEPENDENT SCHOOL DISTRICT

Campus Needs Assessment:

List data utilized to identify the needs of your campus.

- STAAR Data
- Performance Series Data
- Spelling Inventories
- ORF Assessments
- Reading Maze Assessments
- Writing Assessments
- RtI Documentation
- Read 180 SRI Data
- DRA2 Data
- iStation Data
- Report Cards
- PBIS Data
- Attendance
- AYP
- Visioning Document: Implementation Matrix
- IB Philosophy and Tenets
- Learning Framework
- Parent, learner, and teacher satisfaction surveys

List the identified needs of your campus derived from data review. These should be written as findings.

- During the process of disaggregating multiple sources of data, it was evident that we need to strengthen our math curriculum and instruction.
- Using the 4th grade STAAR data, Pinkerton Elementary has a limited number of Economically Disadvantaged and African American learners. While these groups performed well in both reading and writing, there is improvement needed in math.
- The 4th grade STAAR data also indicated a discrepancy between the female and male groups, with the female group outperforming the males in all tested areas by a range of 12%-17%.
- In analyzing the 5th grade STAAR data, three groups (Economically Disadvantaged, Hispanic and African American) show lower scores in all tested areas.
- In third grade overall, the STAAR data indicates a high rate of success for learners meeting the standard. However, attention needs to be given to increasing the number of learners who meet the Level III expectations.
- Based upon the campus self- assessment of the Visioning Document Implementation Matrix, the greatest needs were in Article I and Article III, accountability for learning and the digital learning environment.
- To address the tenets of IB, The Visioning Document (Article I and II and CISD's Learning Framework, pages 4-5), there is a continued need to increase global awareness to support our diverse population.
- Our satisfaction surveys indicated a need for better informing parents about their learners' academic performance throughout the year, continued focus on positive behavior supports, creating flexible learning spaces, and providing learner choice based on interest and ability.

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Learning Design Units, Student Growth Data, and Program Audit Data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR and Aware Data, Administrative Discussions	Align accelerated instruction practices with research-based best practices, including Future-Ready learning skills and tools.	All	Curriculum Team, Campus Administration, Educators	August 2013	June 2014	AWARE Data, MAP Data, STAAR Data, State Provided Intervention Programs	Rtl Data in Aware (Accelerated Instruction Plans)	
Visioning Document, Needs Assessment	Expand the use of inquiry-based instruction into all curricular areas.	All	Campus Administration, Inquiry Institute	August 2013	February 2014	Learning Framework, Inquiry Institute, Foss Kits, Investigations Math, Words their Way, Daily Five, Pinkerton Patch, Mind Missions, District Splash Screens, (\$2,404 Title One)	Inquiry-based Planners, Walkthroughs, Inquiry Institute Agendas	
Visioning Document, Needs Assessment	Revise the vertical alignment for the Program of Inquiry(POI) to better incorporate the six IB transdisciplinary themes into our TEKS.	All	Campus Administration, Educators, IB Coordinator	August 2013	August 2014	IB Coordinator, TEKS, Campus Administration, Current POI, Making the PYP Happen, ½ day design review at BOY with CISD rubric, monthly vertical design meetings, liaison and director support training	Aligned Documents	

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Summative Evaluation:	Learning Design Units, Student Growth Data, and Program Audit Data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
District Assessment Data	Conduct a book study on <u>Engaging Readers and Writers with Inquiry</u> by Jeffrey Wilhelm to enhance inquiry in the classroom.	All	Campus Educators, Campus Administration	August 2013	June 2014	Local Funds	Agenda, Campus-Generated Powerpoint, Edmodo	
DIP	Implement Standards-Based Report Cards in 4 th grade.	Fourth Grade Learners and Educators	Campus Administration, 4 th Grade Educators	August 2013	June 2014	Curriculum Directors, CISD Learning Framework, Visioning Document, Standards-Based Report Cards, Local Funds	Standards-Based Report Card Data	
Needs Assessment	Continue constructivist conversations regarding assessment and grading beliefs to align our grading practices.	All	Curriculum Directors, Campus Liaison, Campus Administration, Educators	August 2013	June 2014	Staff Meetings, CISD Learning Framework, Assessment for Learning Materials	Agenda, Standards-Based Report Cards, 4 th -5 th Grade Report Cards, Formative Assessment Data	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria Records, Classroom Walkthrough Data, and Campus Needs Assessment Rubrics							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
District Assessments, Classroom Assessments, Report Cards	Review campus Rtl processes. Provide targeted intensive intervention for learners not meeting grade level standard both academically and socially.	K-5 Rtl students	Educators, Literacy Coach, ESL Facilitator, Curriculum Directors, Behavior Specialists, Counselors, Campus Administration	August 2013	June 2014	Aware Data, Comp Ed Funds (\$3,636) STAAR data, Aware, BOY/MOY/EOY benchmark data, Gizmos, (\$2,500 Title One)	Progress Monitoring, Aware Data, PST notes, Rtl spreadsheet	
Visioning Document	Provide PYP training to enhance inquiry-based instruction.	All	Educators, IB Organization	August 2013	June 2014	Title I Funds (\$7,000); TIBS; IB trainers	Sign-in Sheets, Agenda, Registration, Walkthroughs, Team Meeting Discussions	

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
DIP, STAAR, Learning Framework, Visioning Matrix	Create math review committee/vertical team to enhance instruction.	All Math Content specialist, Math coaches, math curriculum director	Campus Administration	August 2013	June 2014	Math data review, Performance Assessments/TA SKS, splash screens, STAAR scores and assessment, math committee vertical team, updates at team and grade level meetings	Inquiry-based Planners, Walkthroughs, results from performance assessments	
STAAR Data, Campus Feedback, District Initiative through Director of Language and Literacy	Complete the Write from the Beginning and Beyond Training to develop a deeper vertical alignment of writing across the campus, and continue with follow-up trainings to ensure effective implementation.	All	WFBB Trainer, Campus Administration	August 2013	June 2014	Campus Trainer, WFTB Resource Binders, Title I Funds (\$500)	STAAR Data, Walkthroughs, Agendas	

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Summative Evaluation:	Eduphoria Records, Classroom Walkthrough Data, and Campus Needs Assessment Rubrics							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Extend training and implementation to 5 th grade on “Lego Serious Play” and “Lego Robotics” to increase rigor and engagement.	GT, 3 rd -5 th Grade Learners	Campus Administration, GT Educator, Science Content Specialist	August 2013	June 2014	Scholastic Grant	Inquiry-based Planners, Walkthroughs	
District Initiative, The Visioning Document	Continue to deepen the knowledge and understanding of CISD’s Learning Framework.	All	Campus Administration, Campus Liaison	August 2013	June 2014	The Learning Framework, Campus Administration, Campus Liaison, extended planning time for all educators	Agenda, Edmodo	
State and Local Assessments, Campus Feedback	Provide educator training on formative assessment to increase the rigor of instruction and level of critical thinking.	All	Campus Administration, Assessment for Learning Team	August 2013	June 2014	Assessment for Learning Team, Assessment for Learning Training Materials	Staff Meetings, Flip Cards with Assessment Strategies	

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Performance Objective 2:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria Records, Classroom Walkthrough Data, and Campus Needs Assessment Rubrics							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Needs Assessment	Provide educator training to utilize digital portfolios to showcase learning in all content areas.	All	IT Specialist, GT Specialist, Educators	August 2013	June 2014	Technology Specialist, Google Apps	Agenda	
IB Standards	Imbed IB standards into the Inquiry-Based TEKS aligned units.	All	Campus Administration, IB Coordinator	August 2013	June 2014	IB Coordinator, Campus Administrators, IB Standards	Inquiry-Based Units	
Campus Feedback	Provide opportunities for staff to attend trainings and conferences tailored to at-risk, ELL, and immigrant learners.	All	Campus Administration, ESL Facilitator, Region 10 Trainers	August 2013	June 2014	Title III Immigrant Funds, Local Funds	Training Certificates	

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Performance Objective 3:	Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students and stakeholders							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Campus Feedback Visioning Document	Allow learner participation in goal-setting conferences to increase awareness and responsibility for their individual performance and progress on state/local assessments.	All	Educators, Campus Administration	October 2013	June 2014	Learner-led Conference Schedules; Subs; (Title One-\$4,000)	Student Goal Setting, Educator Communication, and Inquiry-based Planners	
Campus/Community Feedback	Provide feedback on individual learner assessment to parents through Curriculum Night, emails, conferences, digital portfolios, and report cards.	All Parents	Educators, Campus Administration	August 2013	June 2014	Campus Administrators, K-5 Instructional Staff, SBRC district training, rubrics, surveys, posting IB learning evidence	Individual Learner Reports	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 4:	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of increased participation in campus partnerships in Campus Improvement Plans and business partnership survey feedback							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timelin e Start	Timelin e End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback, Learning Framework, Visioning Document	Increase authentic parent and community involvement in the life of the school.	All	Campus Administration, Educators	August 2013	June 2014	Campus Administrators, Social Media, Educators, IT Specialist, parent satisfaction surveys, showcases, digital portfolios, Twitter	Campus Calendars, POI Units, Newsletters, and Social Media	
Community Feedback	Expand the Half Hour Hero Mentor Program through Riverside Church of Christ.	At-Risk Learners	Counselor, Classroom Educators	August 2013	June 2014	Campus Administrators, Educators, Parents, Community Members	Lobby Guard	
Principals' Academy	Explore and create ways to create reciprocal relationships with business and community partners to improve learning opportunities and community relations.	All	Campus Administration	August 2013	June 2014	Campus Administrators, Educators, Parents, Community Members	Agendas, Lobby Guard, Meeting Minutes	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 5:	Implement a system or systems to assess Future-Ready learning skills.							
Summative Evaluation:	Documentation of assessment results							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
The Learning Framework, The Visioning Document, CISD DIP	Develop future-ready outcome rubrics which assess each learners' ability to be an inquirer, thinker, communicator, and risk-taker.	All	Educators, Administration, District Level Administrators	October 2013	June 2014	District Administrators, The Learning Framework, The Visioning Document, Campus Administrators	Future-Ready Outcome Rubrics for learners	
The Learning Framework, The Visioning Document, CISD DIP	Inform stakeholders on the transformation process, including future-ready outcomes, blended learning, and inquiry-based learning, through Brown Bag lunches.	All Parents	Administration	October 2013	May 2014	Campus Administrators, IB Coordinator, Campus Liaison	Brown Bag Lunch Agendas	
The Learning Framework, The Visioning Document, CISD DIP	Align Inquiry-Based Units with the CISD Learning Design to ensure alignment with the CISD Learning Framework.	All	Administration, Educators	August 2013	June 2014	CISD Learning Framework, CISD Learning Design Rubric, Inquiry-Based Units, Curriculum Directors, Campus Administrators	Learning Design Rubric Data, Walkthroughs	

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Performance Objective 6:	Integrate Future-Ready learning skills within the District.							
Summative Evaluation:	Documentation of staff development offerings, updated teacher walkthrough, snapshot, grading rubrics, and Student Satisfaction Survey.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Visioning Document, CISD Learning Framework	Explore the use of and implement blended learning opportunities.	All	iTeam Specialist, Administration, Educators	August 2013	June 2014	iTeam, Campus Administrators, Educators	Inquiry-Based Units	
Visioning Matrix, teacher input, CISD Learning Framework	Complete staff survey regarding instructional technology needs.	All	iTeam Specialist, Administration, Educators	August 2013	June 2014	Google docs, data meeting with administrators and iTeam Specialist to review results	Inquiry-based units and lesson design, walkthroughs, individual technology goals	

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Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Visioning Document	Revise the Inquiry-based unit plans to increase opportunities for learners to engage in real-world and authentic learning experiences that incorporate their interests, global awareness, and international-mindedness.	All	IB Coordinator, Campus Administration, Educators	August 2013	June 2014	IB Resources, IB Coordinator, Campus Administrators, Educators, Inquiry-based Unit Plans	Inquiry-based Planners	
Campus Feedback	Expand the use of the Pinkerton Patch to enhance inquiry-based instruction.	All	Educators	August 2013	June 2014	Local Funds, GT Specialist, Staff	Inquiry-based Planners	
Campus Feedback	Research ways to increase participation in the Cowpoke Credit Union to encourage authentic utilization of financial literacy and math skills.	All	Fourth Grade Team, Fourth Grade Learners	August 2013	June 2014	Credit Union, Fourth Grade Team	Deposits	

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Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Campus Feedback	Continue weekly Spanish lessons for learners with a stronger emphasis on global awareness and international-mindedness.	All	Educators, Spanish Instructors	August 2013	June 2014	PTO Funds	Sign-in Sheet	
TAKS, Campus Feedback	Provide High-Touch High-Tech science lessons to all learners K-5.	All	Administration, HTHT Staff	Sept. 2013	June 2014	PTO Funds	Inquiry-based Planners, Observation	
Needs Assessment	Host an Inquiry Showcase to strengthen the home-school partnership and improve understanding of Inquiry-Based Units.	All	Educators, Administration, Learners	August 2013	June 2014	Local Funds	Sign-in Sheets, Schedule, Fliers	
Needs Assessment	Host a Family International Night to expand global awareness and international-mindedness.	All	Educators, Parents, Administration	August 2013	June 2014	Parents, Staff, PTO	Fliers	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 8:	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
Summative Evaluation:	PBMAS, student enrollment, student certification, CTE program evaluations, 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
Campus Feedback	Continue the 5 th grade field trip to a local university to increase college/career awareness.	5 th Grade Learners	Counselor, 5 th Grade Educators, Administration	August 2013	June 2014	Counselors, Campus Administration	Learner Reflection Logs	
Campus Feedback	Invite parents/community members to share information about their careers with learners while exploring potential reciprocal relationships.	All	Counselor, Administration	August 2013	June 2014	Counselors, Campus Administration	Inquiry-based Planners, Schedule	
Visioning Document	Continue staff training regarding CISD's Learning Framework to transform the leadership, instruction, and environment of the school.	All	Curriculum Liaison, Administration	August 2013	June 2014	Curriculum Department, Campus Liaison, Learning Framework	Agenda	

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Summative Evaluation:	PBMAS, student enrollment, student certification, CTE program evaluations, 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
Visioning Document Implementation Matrix	Continue transformation of campus instruction, leadership, and environment through the lens of IB.	All	Administration, Curriculum Department	August 2013	June 2014	Curriculum Department, Campus Administration, Campus Liaison, Visioning Document, IB Resources	Agenda, Matrix Evaluation	
Learning Framework, Learner Interest surveys, Visioning Document, Implementation Matrix	Create flexible learning spaces throughout campus.	All	Educators, Administration, Community Sponsors, PTO	August 2013	June 2014	Mini PBL with learners regarding learning spaces BOY, continued follow up: learner surveys, follow up meeting with group, Bond Funds	Written proposal, End product transformation	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1:	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc, on demonstration of character traits by CISD students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Continue to recognize positive citizenship through bi-monthly breakfast/receptions.	All	Counselor, Administration, Educators	August 2013	June 2014	Local Funds	Citizens of the Month List	
PEIMS	Continue implementation of Positive Behavior Intervention Supports (PBIS), to promote a positive climate/culture.	All	Region X, Campus Administration, PBIS Team	August 2013	June 2014	CHAMPS, Region X, PBIS Team, Intervention Services	Eduphoria Records, Inquiry-based Planners	
Campus Feedback	Explore ways to encourage leadership among learners.	All	Counselor, Administration, Educators	August 2013	June 2014	PE Educator, 5th Grade Educators	Classroom Visits, Learner Schedule	

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Summative Evaluation:	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc, on demonstration of character traits by CISD students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Campus Feedback	Teach PYP Learner Profile traits and Learner Attitudes through school-wide morning announcements.	All	Administration, Educators	August 2013	June 2014	Administrators, Local Budget, IB Learner Profile, IB Learner Attitudes	Classroom Visits, Walkthroughs, Learner Products	
Campus/service Learning Coordinator Feedback	Integrate Service Learning Action into each Unit of Inquiry.	All	Curriculum Directors, Service Learning Coordinator	August 2013	June 2014	CISD Curriculum Writers, Service Learning Reps, and Service Learning Grant	Classroom Visits, Curriculum Documents	

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Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses Future-Ready technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving Future-Ready technology skills							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
TAKS	Provide technology based curriculum and intervention programs such as Reading A-Z and I-Station, Read Naturally, FASST math, Go-Solve-Word Problem, Think Through Math.	All	Administration, Educators	August 2013	June 2014	Title Funds (\$1,000)	Web based programs, diagnostic progress monitoring reporting	
Campus Feedback	Spotlight the use of educator's integration of technology into the curriculum at monthly staff meetings.	All	I-Team, Educators, Administration	August 2013	June 2014	Campus I-Team	Staff Meeting Agendas	
Campus Feedback Visioning Document	Provide additional training on technology integration into existing curriculum practices.	All	I-Team, Educators, Administration	August 2013	June 2014	Campus I-Team, Region 10, tech needs survey	Team Meetings	

Strategic Objective/Goal 3:	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 2:	Develop a “green” IT strategy and promote “green” initiatives to reduce energy costs and appropriately manage electronic waste.							
Summative Evaluation:	District energy report, implementation of District-wide recycling program, and developed “green” initiatives and programs at all campuses							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback, DIP, Visioning Document, Implementation Matrix	Expand sustainability efforts and opportunities with local community partnerships.	All	Administration, Educators, Linda Cook, PTO	August 2013	June 2014	Green team, Composting, Partnership with Farmers Market, Pinkerton Garden, District reports regarding paper/electricity usage	Ecology Fair, IB unit end products	

CISD DISTRICT IMPROVEMENT PLAN 2013-2014
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 RTime.	Region 10	Campus Principals, and Campus Counselors	RTime Session Dates, RTime Session Agendas, and Lessons
3. All Middle Schools will implement and support Negotiate.	Region 10	Campus Principals, and Campus Counselors	Negotiate Session Dates, Negotiate Session Agendas, and Lessons
4. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals, and Campus Counselors	Discipline Reports
5. All 5 th Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program.	Campus Budgets	Campus Counselor	Discipline Reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports, and Agendas

Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus counselors will be trained as trainers of trainers in the Dallas Children's Advocacy Center's training on Recognizing and Reporting Child Abuse.	Region 10	Executive Director of Leading, and Learning 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	Executive Director of Leading and Learning, 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	Executive Director of Leading, and Learning 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	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	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	Membership List
4. The district expectation is that a representative from each campus will participate in the committee.	Student Services Budget	Co-Chairs	Membership List

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	Executive Director of Leading and Learning, Campus Counselors, and Campus Administrators	Discipline Referrals, and 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	Executive Director of Leading and Learning, Campus Counselors, and Campus Administrators	Discipline Referrals, and 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	Executive Director of Leading and Learning, Campus Counselors, and Campus Administrators	Discipline Referrals, and 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	Executive Director of Leading and Learning, Campus Counselors, and Campus Administrators	Discipline Referrals, and 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, and Campus Administrators	Discipline Referrals, and 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, and Campus Administrators	Discipline Referrals, and 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, and 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 Future-Ready skills.	Title II funds, and 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, and local funds	Executive Director of HR, and Director of Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. 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.	Secondary School Budgets	Secondary 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.	Secondary School Budgets	Secondary Counselors	Career Pathway Graduation Plans
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 , and 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, and 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 2013-2014
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.	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. Improve scientific best practices in K-12: <ul style="list-style-type: none"> • Planning and Carrying Out Investigations; • Analyzing and Interpreting Data; • Asking Questions and Defining Problems; and • Obtaining, Evaluating and Communicating Information. 	Professional Learning Communities, Professional Learning, 2012-2013 Cadre Recommendations, and classroom walkthrough rubric	Director of Science	Eduphoria Records, Classroom Walkthrough data, Learner Products, and Learning Design Units
3. Expand use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunesU	Director of Science	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	Director of School Improvement	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units
2. Expand the use of virtual learning design K-12.	Virtual Learning Training	Director of School Improvement	Classroom Walkthrough data, and Learning Design Units
3. Expand the use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunesU	Director of School Improvement	Classroom Walkthrough data, and Learning Design Units
4. Create a constructivist dialogue regarding high yield best practices.	John Hattie's Research	Director of School Improvement	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units

CISD DISTRICT IMPROVEMENT PLAN 2013-2014
APPENDIX C: COMPONENTS OF A SCHOOL-WIDE TITLE I PROGRAM

Components of a School-wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Comprehensive Needs Assessment	<p>Includes a variety of data gathered from multiple sources.</p> <p>Examines student, teacher, school and community strengths and needs.</p>	<p>STAAR, MAP (BOY, MOY, EOY), Learning Framework, IB Philosophy and Tenets, PBIS data, Attendance, AEIS, Visioning Document and Matrix, SRI Data, Report Cards, Cum file data, Local Benchmark Assessments, Parent, educator, and learner satisfaction surveys</p>
Schoolwide reform strategies	<p>Opportunities for all children to meet the State's proficient and advanced levels of student academic achievement</p> <p>Use effective methods and instructional strategies that are based on scientifically based research:</p> <ul style="list-style-type: none"> i. Strengthen core academic programs ii. Increase amount and quality of learning time iii. Strategies for meeting educational needs of underserved populations 	<p>Through the implementation of IB units that are both trans-disciplinary and concept based, as well as the use of Gizmos, RAZ kids and other technology enrichment programs, learners will have opportunities to meet proficient and advanced levels of academic achievement. All learners are provided inquiry-based learning opportunities supported by the constructivist model of learning.</p>
Instruction by Highly Qualified Professional Staff	<p>Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers.</p> <p>All teachers are assigned to the areas in which they are certified to teach.</p>	<p>All CISD educators are highly qualified in the areas that they teach. All candidates are taken through a screening process before interviews are granted.</p> <p>Parents are informed of this status at the campus and district level.</p>

Components of a School-wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Highly-qualified and Ongoing Professional Development	<p>All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the schoolwide program.</p> <p>All staff receives ongoing and sustained professional development that is aligned with the goals of the new vision plan.</p>	Professional Learning opportunities will be provided in the areas of IB/Inquiry-Based instruction, UBD planning, formative and summative assessments, as well as technology integration.
Strategies to Attract Highly Qualified Staff	<p>The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.</p> <p>Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.</p>	All staff on campus is highly qualified. Through our campus website and newsletters, we share information to attract such staff. We retain highly qualified teachers by providing a welcoming climate, acknowledging staff for their accomplishments, and valuing their contributions to the school.
Strategies to Increase Parental Involvement	<p>Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a broad spectrum of school decisions.</p>	We encourage parent involvement through family Math/Science Night, International Night, Fall Family picnic, as well as learner led conferences and the IB showcases.
Preschool Transition Strategies	<p>Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.)</p> <p>Specific strategies for helping students' transition into the elementary setting have been identified and implemented.</p>	Kindergarten Round up night is held in the spring to familiarize parents of preschoolers with the kindergarten program and elementary setting. A meet the teacher night is held in August to welcome families back to school and help with the back to school transition.

Components of a School-wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	<p>The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State’s standards.</p> <p>Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state’s standards.</p> <p>Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.</p>	Pre-assessments and benchmark assessments are given to monitor learner progress. Learner interests and strengths are identified through differentiated instruction, multiple intelligences, surveys and interest inventories. The RtI process identifies learners who are struggling and then develops, implements, and monitors intervention plans to ensure success. Various learning styles are addressed through inquiry-based instruction and units based on the six trans-disciplinary themes of IB.
Coordination and Integration of Federal, State and Local Programs and Resources	The school has established its new vision plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.	All funds are coordinated and used to meet the needs of all learners. Our overall goal is for our learners to develop international mindedness and global learning opportunities through the lens of inquiry-based instruction and the IB-Primary Years Program. All of the training, materials, supplies, and equipment purchased will support this overall goal.
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	As educators create their Inquiry-Based units, they will also design assessment rubrics to go along with them. Professional development and support will be provided through campus administration and the curriculum department.

CISD District Improvement Plan 2013-2014 Acronym Index

AEIS	Academic Excellence Indicator System	ISS	In School Suspension
AP	Advanced Placement	IT	Informational Technology
BEST	Business Education Success Team	iTeam	Integration Specialist Team
BL	Bilingual	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
ESL	English as a Second Language	SPED	Special Education
D.A.T.E.	District Award of Teacher Excellence	SRO	Security Resource Officer
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	STAAR	State of Texas Assessments of Academic Readiness
DLI	Dual Language Immersion	TAKS	Texas Assessment of Knowledge and Skills
GT	Gifted and Talented	TEA	Texas Education Agency
HR	Human Resources	TEC	Texas Education Code
IB	International Baccalaureate	TEKS	Texas Essential Knowledge and Skills
ICLE	International Center for Leadership in Education	X2VOL	Data Warehouse for Service Learning
IDEA	Individuals with Disabilities Education Act		