



Coppel Independent School District  
District Improvement Plan  
2017-2018

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.

# CISD DISTRICT IMPROVEMENT PLAN

**STRATEGIC OBJECTIVE/GOAL 1:** Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)

- **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:** Increase volunteer and service opportunities for learners within the community.
- **Performance Objective 3:** Expand opportunities for internships and job shadowing.
- **Performance Objective 4:** Partner with industry professionals to design and offer field-based learning experiences for educators.

**STRATEGIC OBJECTIVE/GOAL 2:** We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners.

- **Performance Objective 1:** Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships.
- **Performance Objective 2:** Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for learners.
- **Performance Objective 3:** Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology.

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

- **Performance Objective 1:** Create a system to communicate foundational and future-ready skills for each learner.

**STRATEGIC OBJECTIVE/GOAL 4:** 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:** Expand program offerings that reflect our diverse community.

**STRATEGIC OBJECTIVE/GOAL 5:** We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.

- **Performance Objective 1:** Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.
- **Performance Objective 2:** Create a community-based accountability system for reporting learner growth.

- **Performance Objective 3:** Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social, and emotional).
- **Performance Objective 4:** Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.
- **Performance Objective 5:** Reframe and prioritize state standards in a way that leads to profound learning.
- **Performance Objective 6:** 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 7:** Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.

## District Educational Improvement Council (DEIC) 2017-2018 COMMITTEE MEMBERS

### AUSTIN ELEMENTARY

Jennifer Martin  
Beth Cook  
Rachel Mastellar

### COTTONWOOD CREEK ELEMENTARY

Chris Gollner  
Sarah Meador  
Delaney Allison

### DENTON CREEK ELEMENTARY

Crystal Roach  
Sarah Leishman  
Maricela Leon

### LAKESIDE ELEMENTARY

Sonya Green  
Kirby Leonard  
TBD

### LEE ELEMENTARY

Bethany Hooper  
Shari Merritt  
Courtney Sinclair

### MOCKINGBIRD ELEMENTARY

Katie Nelson  
TBD  
TBD

### PINKERTON ELEMENTARY

Rhonda Pickrell  
Lorie Irland  
Amanda Sweeney

### TOWN CENTER ELEMENTARY

Angie Applegate  
Kate Seifert  
Logan Heath

### VALLEY RANCH ELEMENTARY

Madeline Pruy  
Tarah Guenther  
Julie Baird

### WILSON ELEMENTARY

Emilia Hotz  
Beth Brandenburg  
Jan Richmond

### CMSN

Terry Shin  
Natalie Sabo  
Pamela Mericle

### CMSE

Kindal Renaud  
Laura Melson  
Eric Parraz

### CMSW

Aaron Packer  
Pam Crombar  
Pam Yazbeck

### CHS

TBD  
Chase Wofford  
TBD

### NEW TECH @ COPPELL

Zane Porter  
Anthony Hufford

### VICTORY PLACE @ COPPELL

Jennifer Allison

### ADMINISTRATION

Regina Owens  
Marilyn Denison

### PARENT/BUSINESS/COMMUNITY

Anthony Hill, CISD BOARD President  
Katherine Burstein Lord, BUSINESS  
Ravi Bajjuri, BUSINESS  
Kendra Yanchak, COMMUNITY  
Kim Mobley, PARENT  
Thomas Ewald/PARENT

**Comprehensive Needs Assessment Summary  
2016-2017**

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>Systems Safeguards; STAAR, STAAR EOC, PBMAS, Curriculum Audit, TAPR; ACT, SAT, IB, TELPAS, DEIC Input, Attendance, Discipline Data, Rtl Data, Highly Qualified Survey, Walkthroughs, Failure Rates, Survey Data</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were identified strengths?	<b>Summary of Needs</b> What were identified needs?	<b>Priorities</b> What are the priorities for the district, including how federal and state program funds will be used?
<b>Demographics</b>	Strong diversity in culture; above average gifted and talented identification; high participation in Honors and AP courses.	Cultural sensitivity training; Instructional Culturally Responsive Classroom Training to aide in ESL learners becoming proficient in English; build facilities to accommodate the growth in the learner population. Growing enrollment in our district is outgrowing the facilities currently available	Provide additional resources/professional learning for ESL learners to acquire the English language; train administrators and educators on Rtl, 504, LPAC, and ARD decision making; build or remodel facilities to accommodate growth in the learner population; provide training to teachers on cultural and language differences;
<b>Student Achievement</b>	Learners are scoring above the state average on the ACT; SAT reading and math scores are above the state average	We need to close the achievement gap in science for ESL, Hispanic, special education learners, African American and economically disadvantaged learners; decrease failure rates at the high school level; increase the number of learners passing the STAAR EOCs the	<b>Literacy:</b> Provide early intervention at PK-3 <sup>rd</sup> grade to ensure all learners are meeting expectations with literacy for English and Spanish <b>Special Services:</b> Identify learners with special learning needs such as dyslexia as early in the year as possible; make appropriate instructional decisions

		<p>first administration; data shows gaps in ethnic groups in the ACT; SAT data shows scores above the state average, however demographic performance in diverse groups needs improvement; improve parent outreach and community education regarding advanced academics. There is a continued concern for groups of learners who fall into the ELL; Sp. Ed.; Economically Disadvantaged; Hispanic; and AA groups</p>	<p>for learners classified as 504 or special education learners; provide training on accommodations for learners with special needs; provide co-teach training; Provide training on working with learners with high functioning autism.</p> <p><b>ESL:</b>          Incorporate identified sheltered instructional strategies across all curriculum; Provide intervention for all learners not progressing on TELPAS and for learners who fail reading and math at 5<sup>th</sup> and 8<sup>th</sup> grade and any learner failing an EOC; Offer training on linguistic accommodations, proficiency level descriptors, vocabulary development and additional writing training and support at all levels;</p> <p><b>Core Content:</b>          Increase passing rate on EOC failures using SCE funding          Integrate social studies and science into the literacy area to reinforce those content areas and nonfiction text comprehension; increase resources for stage II (to ensure ongoing formative assessment to guide instruction )and III (to inform differentiated extensions and</p>
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			interventions) of the UbD planning template; additional training in science and math vocabulary development; provide Argument Driven Inquiry training in science across grades 4 - 12 and Claim Evidence and Reasoning Training in science across grades K - 3rd; implement new scope and sequence in social studies and provide nonfiction reading resources
<b>School Culture and Climate</b>	Our safety data indicates our schools are safe, however, we are revisiting our Crisis Protocol procedures and retraining staff to ensure continued school safety. Digital literacy and citizenship is being taught to every learner.	Surveys indicate that we have learners who have experienced bullying.	Parents will receive information and processes regarding bullying and the procedures to follow if their child is being bullied. Counselors will train staff on protocols in creating a proactive anti-bullying environment in the classroom, locker rooms, playground, and cafeteria. Digital literacy will be taught and reinforced a minimum of 4 times during the year. Digital Citizenship is an additional course added in Schoology this year for educators to utilize as a resource
<b>Staff Quality/Professional Development</b>	100% of the staff in CISD is highly qualified.	Continue to seek highly qualified staff; ensure ESL certification at all levels for reading educators; actively recruit greater diversity in all areas of staffing, design a	Hire diverse staff; Cultural Diversity Training; LPAC, Sheltered Instruction Strategies, ARD Meeting Training; 504 Training

		comprehensive professional learning plan	
<b>Curriculum, Instruction, Assessment</b>	We have an RtI process in place for math, ELAR and behavior; educators have autonomy in their planning; we have strong literacy libraries at the elementary campuses; we have identified high priority learning standards in science, social studies, and mathematics	Curriculum audit shows that we need to strengthen our curriculum and the documents in order to better support educators in planning, instruction and assessment; we need to calibrate our universal screeners for literacy and develop stronger progress monitoring tools for ELLs and the at-risk population; attending to customized instruction for our gifted and talented population, our at-risk learners (sp. ed., ELLs, Eco. Disadvantaged, Hispanic, AA) has been identified as a need	Implement the aligned curriculum horizontally and vertically; provide appropriate curriculum documents, resources, and training to campuses for effective planning, instruction and assessment; provide additional training on constructivist planning using a beginner, intermediate, and advanced leveled training model of the Understanding by Design methodology of planning; monitor instructional practice aligned to the new scope and sequences in all core content areas; design district/benchmark assessments aligned with the curriculum; implement year 2 of the 3 year digital literacy plan and leverage the new digital citizenship course with learners; use the Clarification of High Priority Learning Standards document and the interventions and extensions within stage 3 of the curriculum documents for customization of learning for diverse student groups; implement a balanced literacy model in K-3
<b>Family and Community Involvement</b>	Strong parental involvement, however, the number of volunteers vary	Reach out to parent groups with under representation in volunteering to welcome	Increase volunteer force of underrepresented parent groups; provide resources and outreach to



	at each campus depending on demographics	them to gather input on how they feel they would like to support the school in supporting their children; communicate partnership opportunities in a such a way that opportunities for partnerships gets down to the educators in the classroom; increase communication on student progress in the classroom; strengthen information about curriculum and instruction on the website for parent access	parents to educate them on literacy initiatives and partnership opportunities to support authentic learning
<b>School Context and Organization</b>	Educators and administrators have data in which to drive decision-making	Training is needed for administrators and educators in support of ESL learners; opportunities for individual and small group differentiated instruction is needed; training on instructional strategies is needed	Train administrators and educators on how to monitor ESL learners; provide opportunities for individualized/small group learning sessions; incorporate modifications/accommodations for curriculum activities; provide professional development in effective teaching strategies or best practices, and use data to implement strategies for appropriate activities
<b>Technology</b>	CISD has approximately 30,000 devices on our system each day; there is a	Increase strength of the infrastructure to ensure all devices have access at all campuses to internet	Find storage solutions; expand WiFi capability; follow replacement schedule for devices

	high level of technology use in our district	services; ensure up to date devices for maximum efficiency in use	
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List the identified needs of the district derived from data review

**Family and Community Involvement**

- Increase volunteer force of specific groups of parents, including Asian and Hispanic
- Greater need for communication on partnership opportunities with educators
- Need for parent communication of learner progress throughout the nine weeks
- Expansion of Partnerships

**Technology**

- Continued improvement of Technology Wireless System
- Continued improvement of Technology Work Order System
- Update policies relating to technology and technology use

**Student Achievement**

- Continued need for Learners to Take Greater Ownership of Their Learning
- Additional Training on How to Analyze Data and How to Use Data to Drive Instruction
- Additional Training on Instructional Strategies as Related to Data
- Training on the New Curriculum, Resources, and Assessment Banks
- Training on Meeting the Needs of Special Education and ESL Learners
- Training on How To Make Decisions for Special Education and ESL Learners
- Greater Expertise on Responding to the Needs of Groups of Learners
- Development of More Digital Learning Options to Accommodate Needs of Learners
- Implementation and Monitoring of Sheltered-Instruction Strategies
- Instructional Design Training
- Scope and Sequence Implementation

**Teacher Quality**

- Role out Training to all Mentors specific to CISD Mentoring Program
- Structure for Efficiency in Use of Personnel

**Demographics**

- Increase Cultural Sensitivity and Competencies in Instructional Design

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)							
<b>Performance Objective #1:</b>		Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Continue to expand partnerships with business partners and establish a Coppell Alumni Group for business partnerships	Director of Marketing and Business Partnerships; Director of Special Education	None Needed	August 2017-June 2018	All	Documented list of partners from 2016 and list from 2017, in addition to the number of opportunities those partnerships provide. List of Special Education partners from 2016 and a list from 2017 of Community-Based Instruction Sites and District-Based Instruction Sites	S	C	C	#4, #6
Develop a district system to align partners with district	Director of Marketing and Business Partnerships; Campus	Technology	August 2016-Sept. 2016	All	Agendas of meetings where information is shared or emailed; Record of use of partners at campuses; Educator feedback indicating they were made aware of partnership opportunities	S	S	C	#2

and campus needs	Administration								
Expand Certifications available to HS learners	Director of Marketing and Business Partnerships; Director of CTE; Campus Administration; Executive Director of Teaching & Learning	Director of Marketing and Business Partnerships; CTE curriculum; certification information	July 2017-Jan. 2018	All High Sch.	List of current certifications offered; Updated certification list for comparison and receive validation of relevance from the District/ CTE Advisory Board (Board to be re-established in Fall 2017-18)	S	C	A	#2 #6
Meet with Campus Partnership Representatives to get input on need at the campus level	Director of Marketing & Business Partnerships		Aug-Sept.  Jan-Febr.	All	Agendas and minutes from meetings with campus representatives	S	C	C	#2
√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)							
<b>Performance Objective #2:</b>		Increase volunteer and service opportunities for learners within the community							
<b>Summative Evaluation (to be filled out in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lin es</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Each grade level K-12 will promote a service learning project	Director of ESL, BEI, Global Connections	Technology; X2Vol	Sept. 2017- May 2018		Service learning projects promoted at each grade level with indications of the “type” of service learning completed Implementation of Volunteer Opportunities Management System	N	N	X	
<span style="color: green;">√ =Accomplished</span> <span style="color: blue;">C =Considerable</span> <span style="color: orange;">S =Some Progress</span> <span style="color: black;">N =No Progress</span> <span style="color: red;">X =Discontinue</span>									

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)							
<b>Performance Objective #3:</b>		Expand opportunities for internships and job shadowing							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Expand Incubator Program	Director of CTE; Campus Administration; Director of Marketing and Business Partnerships	Coaches; Mentors; Volunteers; Materials	July 2017-March 2018	CHS	Enrollment in the course. Fill all community partner needs 2017-2018	S	S	A	#2 #6
Create and communicate a way for businesses to post job opportunities for learners at the high school level	Director of Marketing and Business Partnerships; Campus Administrators	Digital or physical location for postings	August 2017-May. 2018	All	List of opportunities for learners	S	S	C	

Create and communicate a process for identifying job shadowing and internships for high school learners	Director of Marketing and Business Partnerships; Campus Administration; Director of CTE	Platform or system for communication	July 2017-May 2018	High Sch.	Plan created; Process for Communication to stakeholders	S	S	C	#2
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									



<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)							
<b>Performance Objective #4:</b>		Partner with industry professionals to design and offer field-based learning experiences for educators							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lin es</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Partner with local companies for field trips to see different opportunities to apply lessons to authentic working scenarios which will align to TEKS.	Director of Marketing and Business Partnerships; Campus Administrators	Substitute s; Planning time to incorporate learning into lessons; Partner Businesses	Oct. 2017 –April 2018	All	List of business partners offering field trips; List of field trips taken; Lesson plans	S	S	C	#2 #6
<span style="color: green;">√ =Accomplished</span> <span style="color: blue;">C =Considerable</span> <span style="color: orange;">S =Some Progress</span> <span style="color: black;">N =No Progress</span> <span style="color: red;">X =Discontinue</span>									

<b>Strategic Objective/Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners							
<b>Performance Objective #1:</b>		Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Establish and communicate local, national, and global community partnerships to broaden learning opportunities for learners	Director of Marketing and Business Partnerships; Director of ESL, BE and Global Education; Director of CTE; Campus Administration ; Educators	Forum for sharing partnership opportunities	July 2017 – Jan. 2018	All	Lesson plans; District record of collaborations	S	S	S	#2
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

<b>Strategic Objective/Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners							
<b>Performance Objective #3:</b>		Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Work with architects to ensure successful establishment of the 9 <sup>th</sup> Grade Center and CMSW	Asst. Supt. of C & I; Executive Director of Teaching and Learning and Campus Administration	Design Team; Subs for site visits and meetings	July 2017 – May 2018	9 <sup>th</sup> Graders; MS learners	Schools; processes and procedures laid out; curriculum	S	C	A	
Design new elementary school	Asst. Supt. of C & I; Executive Director of Teaching and Learning	Design Team; Subs for site visits; meetings	Aug. 2017 – April 2018	K-5	Elementary School design and curriculum	S	C	C	
Develop a strong transition program and	Principal of 9 <sup>th</sup> Grade Center; Counselors;	Time to meet; Resources	Oct. 2017 –Feb. 2018	Rising 8 <sup>th</sup> graders	Published Transition Plan	S	C	A	#2 #8

support for 9 <sup>th</sup> grade learners	Middle School Principals	and materials							
√ = <b>Accomplished</b> C = <b>Considerable</b> S = <b>Some Progress</b> N = <b>No Progress</b> X = <b>Discontinue</b>									

<b>Strategic Objective/Goal 3:</b>		We will foster proactive and reciprocal communication for learner success							
<b>Performance Objective #1:</b>		Create a system to communicate foundational and future-ready skills for each learner							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Continue with learning walks throughout the district	Campus Administrators & Instructional Coaches	Protocol for learning walks	Sept. 2017 –Mar. 2018	All	Reflections or Action taken as a result of learning walks	S	C	C	#4
Communicate with parents about transition services for special education learners	Director of Special Education	Time to meet; Resources and Materials	Aug. 2017-May 2018	Sped	Parent Resources; Parent participation in ARD Meetings and Futures Planning	S	S	C	#7
√=Accomplished    C=Considerable    S=Some Progress    N=No Progress    X=Discontinue									

<b>Strategic Objective/Goal 4:</b>		We will respect and leverage the diversity that exists in our community to provide a world class learning environment							
<b>Performance Objective #1:</b>		Increase educator proficiency to respond to our diverse community of learners							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Train educators on the new curriculum documents	Asst. Supt. of Curr. & Instruction; CORE Directors; Director of ESL, BE and Global Education; Director of Special Education		July. 2017 – Feb. 2018;	All	Eduphoria records including survey data; Training presentations; PLC data	C	C	C	#2
Train educators on the new Classroom Management Framework	Assist. Supt. of Curr & Instruction; Executive Director of Intervention Services; Director of Intervention Services; Coordinator of Behavior Services		July 2017 – Feb. 2018	All	Eduphoria records; Training presentations	S	C	C	#2
Train Campus Behavior Coordinators in effective Behavior and	Asst. Super. Of Curr. & Instruction; Executive Director of Intervention Services; Director of Special Education;		Aug. 2017- May 2018	All	Eduphoria records; Training presentations	S	C	A	#4

Discipline Strategies	Coordinator of Behavior Services; FOCUS Team								
Continue to write and refine curriculum documents and curriculum supports	Asst. Supt. of Curr. & Instruction; CORE Directors; Director of ESL, BE and Global Education; Director of Special Education	Funds for curriculum development and resources	Sept. 2017-June 2018	All	Curriculum documents; Feedback from stakeholders; Student Success	S	C	C	#2
Identify, Focus of and embed ELL strategies into Stage 3 of the curriculum	Asst. Supt. of Curr. & Instruction; CORE Directors; Director of ESL, BE and Global Education	SIOP strategies; Training	July 2017 –Apr. 2018	ELLs	Stage 3 of the curriculum documents; Walkthroughs; Educator evaluations	S	C	C	#9 #10
Embed social skills into the curriculum where appropriate to support the TEKS at each grade level	Asst Super. Of Curr. & Instruction; Intervention Services; CORE Directors; Director of Special Education; Director of Staff & Student Services; Counselors; Coordinator of Behavior Services	Behavior Management Plan; Social Skills Information; Title I & IV \$10,000	July 2017-Mar. 2018	All	Unit and Lesson Plans	S	S	S	#8
Ensure literacy curriculum	Director of Literacy	Balanced	July 2017-	All	Walkthroughs; Unit Plans; Balanced Literacy	N	S	S	

reflects all elements of the curriculum and a balanced literacy approach throughout CISD (English/Spanish )		Literacy Block clearly communicated to admin. and educators Title I & II \$50,000	May 2018		recommendation for each level; Recommended minutes for elementary				#4
Implement ADI in science classrooms 3 <sup>rd</sup> -12 <sup>th</sup> grades	Director of Science; Educators; Campus Administration	ADI Support; ADI materials	Sept. 2017-May 2018	3 <sup>rd</sup> -12 <sup>th</sup>	Walkthroughs; STAAR data; Lesson Plans; Assessments	C	C	A	#4
Create and refine observational tools to monitor curriculum implementation for equity and access	Director of Research and Evaluation; All Directors and Executive Directors		Sept. 2017-May 2018	All	Reports	N	S	S	
Monitor the curriculum implementation with curriculum walk-throughs	Asst. Supt. of C & I; All Directors and Executive Directors; All Campus Administration	Curr. Walk-through; Data	Sept. 2017-May 2018	All	Data Analysis Reports	N	S	S	#10 #2



		Reports							
Maximize time in classrooms by training on accommodations and ARD decisions on Least Restrictive Environment (LRE)	Asst. Super. Of Curr. & Instruction; Executive Director of Intervention Services; Director of Special Education; Campus Administrators; Special Education Coordinators; Diagnosticians	Time to train educators	Aug. 2017-Sep t. 2017	Sp. Ed.	Training Modules; ARD paperwork; Learner success (Schoolology Courses, Summer PD for General Education and Special Education T, Lead4Ward Training.)	S	S	C	#8
Train and provide exemplars on how to accomplish and better document goals for special education learners	Executive Director of Intervention Services; Director of Special Education; Special Education Coordinator	Exemplars	Aug. 2017-Sep t. 2017	Sp. Ed.	IEP's; Coding results from ARD decisions; STAAR results for sp. ed. Learners; Schoolology Course/Summer and ongoing PD	S	C	C	
Continue to implement hiring strategies to recruit a more diverse staff and implement retention strategies for	Assistant Superintendent for Administrative Operations; Executive Director of Human Resources; Campus Administration	Recruiting materials and budget	July 2017-June 2018	AA; A; ED; Hisp. Ell's	Comparative data reports from the 2016 school year and the 2017 school year on recruiting and hiring, as well as, employee retention	S	C	C	#4

once they are hired									
Set benchmarks on Rtl documents including ESL progress monitoring standards	Director of Language and Literacy; Director of Mathematics; Director of ESL, BE and Global Education; Executive Director of Intervention Services; Director of Special Education	Progress Monitoring Tools	Aug. 2017 –Oct. 2017	At-Risk	Benchmarks; Rtl documents	S	S	S	#8
Train elementary Instructional Coaches on how to coach to build educator capacity	Executive Director of Teaching and Learning	Coaching Consultant; Title I and Title II \$5,400	Sept. 2017 -May 2018	All	Stakeholder feedback; STAAR data	S	C	C	#8
Write AP, IB, and K-3 Spanish Scope and Sequence, Elective curriculum	Core Directors; Director of ESL, BE and Global Education; Executive Director of Teaching and Learning	Funds for curriculum writing	Sept. 2017-June 2018	AP; IB; Stu.	Developed curriculum for each area	S	S	S	#4 #10
Train and schedule secondary instructional coaches to build educator capacity	Executive Director of Teaching and Learning	Core Directors, Subs	Sept. 2017-May 2018	All	Educator Feedback, EOC data, AP data, ACT data.	S	C	A	#8

Train central and campus administrators, instructional coaches and content leaders in learning that supports and ensures implementation and monitoring of sheltered instruction strategies, proficiency level descriptors, and language accommodations	Director of ESL, BE and Global Education; Director of Research and Evaluation; Director of Data Systems and Program Analysis.	Consultant for training; Title III	July 2017-Apr . 2018	ESL	Increased access to content and academic performance as measured by unit exams, TELPAS performance, and STAAR performance	S	S	C	#2
Train central and campus administrators, instructional coaches and content leaders in understanding strategies to serve and empower learners from	Director of Enrichment Services; Director of Research and Evaluation; Director of Data Systems and Program Analysis.	Consultant for training (Title III)	July 2017-Apr . 2018	ESL	Increased access to differentiated content and academic performance as measured by unit exams, TELPAS performance, and STAAR performance	S	S	C	#2

different cultures									
Provide targeted professional learning to secondary social studies and science educators in support of language and content acquisition	Director of ESL, BE and Global Director of Social Studies	Title III	July 2017-Feb . 2018	ESL	Eduphoria records; STAAR and TELPAS performance; Common Formative Assessments	S	S	C	
Ensure curriculum scope and sequence is developed for K-5 Dual Language Programs/ Spanish	Director of ESL, BE and Global Education, Services; CORE Directors	Extra Duty Pay; Substitute Pay	Sept. 2017- June 2018	ESL/ Bilingual	Completed Scope and Sequences	S	C	C	
Train educators and admin. on meeting the needs of Bilingual/ESL learners	Director of ESL, BE and Global Education; Director of Professional Learning; CORE Directors; Instructional Coaches	Extra Duty Pay; Substitute Pay; Consultants	July 2017-Apr il 2018	ESL/ Bilingual		S	S	S	
√ =Accomplished    C=Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<b>Strategic Objective/Goal 4:</b>	We will respect and leverage the diversity that exists in our community to provide a world class learning environment
<b>Performance Objective #2:</b>	Expand program offerings that reflect our diverse community of learners
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>	

Strategies & Action Steps	Person(s) Responsible	Resources	Time-lines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Choose additional certifications to offer learners and ensure a viable curriculum to support certification requirements	Intervention Services and Teaching and Learning; Director of Marketing and Business Partnerships; Campus Administration, Director of CTE	Certification fees as they apply; aligned curriculum to support certification opportunities	Jan. 2018 – Mar. 2018	All	List of certifications offered and obtained in 2016-2017 and list of certifications offered and obtained in 2017-2018. Receive validation of relevance from the Business Advisory Board (Board to be re-established in summer 2017-18)	S	S	C	#2
Develop policies for implementation of District of Innovation Plan	Asst. Superintendent of Administration; Executive Director of Human Resources; Asst. Superintendent of C & I; Director of Mathematics	Legal and Local Board Policy; Legal Consultation	June 2017-Sept. 2017	All	Policy Update; Board Meeting Minutes	S	C	A	

√=Accomplished    C=Considerable    S=Some Progress    N=No Progress    X=Discontinue

<b>Strategic Objective/Goal 5:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success
<b>Performance Objective #1:</b>	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design of instruction
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>	

Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Set clear guidelines for state assessment and train administrators and educators	Asst. Supt. for C & I; Asst. Supt. for Transformation and Strategic Initiatives; Director of Accountability and Assessment; Coordinator of Assessment; Curr. Directors	Known assessments and their purpose	Aug. 2017	All	Track irregularities with guidelines at campus	S	C	C	#10
Train administrators on the utilization of data through a growth mindset	Director of Accountability and Assessment; Director of Data Systems and Program Analysis, Executive Director of Intervention Services	Data	Aug. – Oct 2017	All	Data analysis for various groups, such as ELL, Sp. Ed., ED, AA, as well as, whole group	S	C	C	#2 #4 #10



Continue to provide opportunities for peer to peer observations in order for educators to learn from other educators	Campus Administrators	Substitutes	Sept. 2017-Apr. 2018	All	Walkthroughs; Administrator feedback; Observations	S	S	C	#4
Ensure that the special education department, central office, campus administration, and educators are clear about the referral process through training and support	Asst. Supt. for C & I; CORE Directors; Executive Director of Intervention Services; Director of Intervention Services; Director of Special Education; Coordinator of Behavior Services	Referral Process	Aug. 2017-Oct, 2017	Sp. Ed.	Eduphoria records; Meeting agendas; Feedback from administrators and educators; learners referred not qualifying for special services	S	C	C	
Continue cognitive processing training at campuses	Executive Director of Intervention Services; Director of Special Education;	Cognitive Processing Training	Aug. 2017 –Nov. 2017	Sp. Ed.	Learner performance; Eduphoria records; Meeting agendas	S	C	A	#2 #8

	Coordinator of Special Education; Diagnosticians								
Provide training on working with Learners with High Functioning Autism at campuses	Executive Director of Intervention Services; Director of Special Education; Coordinators of Special Education; LSSPs	Working with Learners with High Functioning Autism Training	June 2017 – Dec. 2017	Sped;504	Learner performance; Eduphoria records; meeting agenda	S	S	C	#4 #8
Provide training on Working with Learners with Cultural and Language Differences at campuses	Executive Director of Intervention Services; Director of Special Education; Director of ESL, BE and Global Connections; Coordinators of Special Education; Coordinator of Behavior Services	Working with Learners with Cultural and Language Differences Training	Aug. 2017 – May 2018	All	Learner performance; Eduphoria records; Meeting Agendas	S	S	C	#4 #8
F.A.S.T. Team	Director of Accountability	F.A.S.T. data	Spring 2018	ELL; Sp. Ed.; ED;	F.A.S.T. Team plans; Learner success	S	C	A	

Coaching on action planning and continuous improvement	and Assessment; Executive Director of Intervention Services; Director of Special Education; and Director of ESL, BE and Global Connections;			504					#4 #8
Provide training for educators to establish consistency with screeners and progress monitoring measures to use data effectively for student growth	Director of Language and Literacy; Director of Mathematics; Director of Special Education Services; Director of Intervention Services; Coordinators for Behavior Services	Screeners	Aug. 2017-Oct. 2017	At-Risk	Eduphoria records; Meeting agendas; Feedback from administrators and educators; learners referred not qualifying for special services	S	S	C	#4 #10
Ongoing training for new educators on Rtl protocols and progress	Director of Language and Literacy; Director of Mathematics; Executive	Screeners; Training to reduce the over/ Under identification	Aug. 2017-Apr. 2018	At-Risk	Eduphoria records; Meeting agendas; Feedback from administrators and educators	S	S	C	#4

monitoring tools, including ELLs	Director of Intervention Services; Director of Special Education; Coordinators for Behavior Services, Campus Administrators, Instructional Coaches	of diverse learners, Ellevation LPAC Management System							
Use DOI Plan to create a calendar supportive of maximizing professional learning for educators	DEIC Committees, Director of ESL, BE and Global Education, Director of Professional Learning	UIL Information; Educator Input	Sept. 2017-Dec 2017	All	Completed Calendar recommendation for the School Board	S	C	A	#4
Ensure the process of Rtl meetings for ELL's includes a review of TELPAS data, Proficiency Level Descriptors, and accommodations to ensure	Director of ESL, BE and Global Connections; Campus Admin.; Executive Director of Intervention Services	Process for meetings	Aug. 2017 to Sept. 2017	At- Risk		S	C	C	

learners are making adequate progress with language, accommodations are being utilized, and appropriate language and content interventions are provided									
<span style="color: green;">√ =Accomplished</span> <span style="color: blue;">C =Considerable</span> <span style="color: orange;">S =Some Progress</span> <span style="color: black;">N =No Progress</span> <span style="color: red;">X =Discontinue</span>									

<b>Strategic Objective/Goal 5:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success
<b>Performance Objective #2:</b>	Create a community-based accountability system for reporting learner growth
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>	

Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Provide training for the implementation of common formative assessments to monitor curriculum and instruction resulting in student growth	Asst. Supt. for C & I; Director of Accountability and Assessment; Campus Administrators; Educators; Director of Research and Evaluation; Director of Data Systems and Program Evaluation	Teacher-developed common Assessments	On-going 2017-2018	All	Learner performance on implemented assessments; Data analysis of learner performance	S	S	C	#8 #10
Build common assessment banks for educators	Core Directors	Rubric for vetting assessment items	On-going 2017-2018	All	Assessment Banks	S	S	S	#8 #10
Determine reliability/validity evidence of tests built from item banks	Director of Research and Evaluation	Assessment Banks	On-going 2017-2018	All	Reliable items; items that are predictive of success	N	N	S	
Continue to pilot digital portfolios	Asst. Supt for Transformation	IBM/WATSON	2017 -2018 year	All	Stakeholder feedback	S	S	S	#2

partnering with IBM/WATSON	and Strategic Initiatives; Director of Instructional Technology; Director of Accountability and Assessment; Campus Administrators; Educators	resources; IBM/ Apple support							
Update our Community Based Accountability System	Executive Director of Teaching and Learning	Stakeholder Input	Fall 2017	All	Updated plan	S	S	S	#2 #6
√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue									

<b>Strategic Objective/Goal 5:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success
<b>Performance Objective #3:</b>	Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)

<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Train educators on learner led goal setting, including the development of targeted goals	Director of Professional Learning; Campus Administrators	Training Module for learner led goal setting	Aug. 2017-Oct. 2017	All	Learner goals; Student Satisfaction Survey; STAAR data	S	S	S	#2 #8
Learners will lead and participate in ARD's as developmentally appropriate	Executive Director of Intervention Services; Director of Special Education	Protocols for learner led ARDs	Aug. 2017-June 2018	Sp. Ed.	ARD Minutes	S	C	C	#8
Implement a structured balanced literacy model that supports learners in goal setting	Asst. Supt. for C & I; Director of Language and Literacy; Campus Administrators; Educators;	Defined Balanced Literacy Block; Math Structure; Recommended Minutes; Learner goals	Aug. 2017 –May 2018	All	Walkthroughs, Observations; Data on at-risk learner performance and the performance of GT learners; Growth measure on all learners	N	S	C	#2 #8 #9



	Instructional Coaches								
	√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue				

<b>Strategic Objective/Goal 5:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success
<b>Performance Objective #4:</b>	Develop a comprehensive professional learning plan to actualize the CISD Learning Framework

<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Train educators on the new curriculum documents	Curriculum Directors; Campus Administration, and Instructional Coaches	Training Modules; New Curriculum	Aug. 2017	All	Eduphoria records; Walkthroughs; T-TESS Observations	A	A	A	#2
Provide training each grading period on the curriculum for that period to provide "just in time" training	Curriculum Directors; Instructional Coaches; Content Coaches	Curriculum Documents; Training Modules	Oct. 2017; Jan.2018; Mar. 2018	All	Eduphoria records; Walkthroughs; T-TESS Observations	C	C	A	#2 #4 #8
Differentiate UbD training by offering "advanced," "intermediate," and "beginner" levels	Director of Professional Learning	Title II and Title I Funds	July 2017; Aug. 2017	All	Eduphoria records; Training Modules	S	S	S	#2
Provide options for the 30 GT	Executive Director of	Materials	Aug. 2017	GT	Number of certified educators; Number of	S	C	C	#2

hours of training for certification and for the 6 hour follow-up; expand capacity of educators to provide rigor	Teaching and Learning Title I & II \$7,900		–Mar. 2018		educators that obtain renewal hours for continuous certification				
Provide second level of training on establishing effective PLCs	Director of Professional Learning Title I & II \$25,000	Title I and Title II Funds	July 2018	All	Educator Growth Goals; PLC notes and artifacts; Stakeholder feedback	S	C	A	#2
Provide formative assessment training to further educate educators on how to check for understanding to monitor and adjust instruction	Director of Professional Learning; Director of Research and Evaluation; Director of Data Systems and Program Evaluation	Title I and Title II \$5,000	June 2017	All ED ELL Sp. Ed.	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data; STAAR data	S	S	S	#2 #10
Provide structured balanced-literacy training to ensure all components of literacy are being incorporated into the LA block	Director of Language and Literacy; Director of Professional Learning; Instructional Coaches	Title I and Title II Funds as noted in previous literacy step	July 2017 –Mar. 2018	At-Risk	Eduphoria; Walkthroughs; T-TESS Observations; BOY/MOY/EOY assessment data	S	C	C	#2 #4 #8
Provide and monitor	Asst. Supt. of Curriculum and	Title III Funds	Fall 2017 July 2018	All ESL <b>PBMAS</b>	Increased student performance on	S	S	S	#2 #4

utilization of training in sheltered instruction, ELPS, language accommodations to support administrators and educators in ensuring access to curriculum	Instruction, Director of ESL, BE and Global Connections; Curriculum Directors; Campus Administrators; ESL Facilitators			4-7 Writing <b>Stage 2</b> 3-8 Science 3-8 Social Studies <b>Stage 3</b>	TELPAS and STAAR BOY/MOY/EOY Assessment  Ellevation; Eduphoria; Walkthroughs; T-TESS Observations;				#8
Keep CISD staff up to date on instructional strategies using technology	Director of Instructional Technology	new software and websites and programs	Ongoing	All	Eduphoria Surveys; Technology Help Desk Tickets; DLC Feedback	S	C	C	#4
The percentage of our SpED population in math will increase by 5% the passing rate on STAAR 3-8 and EOC with a target of zero on the performance indicator. This will take place in the 2017-2018 school year through training and professional development in	Director of Mathematics; Executive Director of Intervention Services; Director of Special Education; Assistant Superintendent of Curriculum and Instruction; Campus Administrators; Director of	Professional development; Central Administration Directors; Campus Administrators; Cognitive Processing Document; Curriculum Documents; Manipulatives	Fall of 2017	Learners served by SpED	Sign-in sheets from training; walkthrough data from Core Directors; walkthrough data from Intervention Services; Unit Educator Tests; STAAR scores; Accountability Data	S	C	C	#4 #8 #9 #10

the use of multiple representation for all learners.	Professional Learning; Director of Research and Evaluation								
Learners served by SpED will increase their passing percentage on STAAR Writing by a minimum of 5% from the 2016-2017 to the 2017-2018 school year by using evidence-based data to target oral written conventions in writing.	Director of Language Arts; Executive Director of Intervention Services; Director of Special Education; Assistant Superintendent of Curriculum and Instruction; Campus Administrators	Learner writing; Campus Educators; Director of Language Arts; Director of Special Education; Director of Intervention Services; Learner Accommodations; Cognitive Processing Document;	Ongoing	Learners served by SpED	Writing Samples; Writing Feedback to Learners; STAAR data; Accountability data	S	C	C	#3 #8 #9 #10
Through a focus on strategies to address cognitive processing, reading comprehension, concept mapping, and academic vocabulary, the performance of learners served by special education on the 2017 Science	Director of Science; Executive Director of Intervention Services; Director of Special Education; Assistant Superintendent	Graphic organizers; Academic Vocabulary Training; Academic Vocabulary Lists; Learner Accommodations; Science Notebooking	Ongoing	Learners served by SpED	Educator Created Assessments; STAAR data; Accountability data; Walkthrough data from Campus Administrators, CORE Directors, and Director of Special Education, and Executive Director of Intervention Services;	S	C	C	#3 #8 #9 #10

<p>STAAR in grades 5, 8, and biology will increase by 5%. The performance of learners served by special education on the 2018 Biology EOC will be no higher than a 1 on the PBMAS measure.</p>	<p>of Curriculum and Instruction; Campus Administrators; Director of Professional Learning; Director of Research and Evaluation</p>								
<p>The passing percentage on STAAR 3-8 will increase by at least 6% from 2017 to 2018 and the performance level assignment on STAAR 3-8 reading will be a zero (0) through the use of differentiated instruction when teaching inferencing and paraphrasing to learners served by SpED.</p>	<p>Director of Language Arts; Executive Director of Intervention Services; Director of Special Education; Assistant Superintendent of Curriculum and Instruction; Campus Administrators</p>	<p>Graphic organizers; Learner Accommodations; Note-taking Template</p>	<p>Ongoing</p>	<p>Learners served by SpED</p>	<p>Educator Created Assessments; STAAR data; Accountability data; Walkthrough data from Campus Administrators, CORE Directors, and Director of Special Education, and Executive Director of Intervention Services;</p>	<p>S</p>	<p>C</p>	<p>C</p>	<p>#4 #8 #9 #10</p>

To ensure all children are learning at high levels, resulting in moving from STAGE 2 to 1 on PBMAS during the the 2017-2018 school year, linguistic accommodations will be implemented and monitored from PK -12 and targeted professional learning provided through the lens of oral and written conventions, grammar, and cohesive writing.	Director of BE/ESL and Global Connections; Campus Administrators	Linguistic accommodations	Ongoing	English language learners	STAAR data; Accountability data; Walkthrough data from Campus Administrators, CORE Directors, and Director of BE/ESL	S	C	C	#
<span style="color: green;">√ =Accomplished</span> <span style="color: blue;">C =Considerable</span> <span style="color: orange;">S =Some Progress</span> <span style="color: black;">N =No Progress</span> <span style="color: red;">X =Discontinue</span>									

<b>Strategic Objective/Goal 5:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success
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<b>Performance Objective #5:</b>		Reframe and prioritize state standards in a way that leads to profound learning							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time-lines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Train all educators on the High Priority Learning Standards (HPLS)	Core Directors; Director of ESL/BE and Global Connections	Time to train	Aug. 2017 – Mar. 2018	All	Eduphoria Records; IEPS	S	S	S	#2 #4
Utilize HPLS in writing IEP goals	Executive Director of Intervention Services; Director of Special Education; Campus Administrators; Educators;	HPLS; IEPS	Ongoing 2017-2108	Learners receiving Special Education Services	IEP Goals aligned with HPLS PBMAS Data	S	S	S	#2
<span style="color: green;">√ =Accomplished</span> <span style="color: blue;">C =Considerable</span> <span style="color: orange;">S =Some Progress</span> <span style="color: black;">N =No Progress</span> <span style="color: red;">X =Discontinue</span>									

<b>Strategic Objective/Goal 5:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success
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<b>Performance Objective #6:</b>		Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world)							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Sp. Pop</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Title I School wide Components (code by #)</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
Embed technology into Stage 3; include global collaboration resources	Core Directors; Director of Instructional Technology; DLCs; Director of ESL/BE and Global Connections	Technology hardware; software; robust infrastructure	June 2017-May 2018	All	Unit Plans; Walkthroughs; Observations, Global Partnerships	S	S	S	
Replace outdated devices across the district	Executive Director of Technology; Technicians	Hardware	June 2017-August 2017	All	Replacement Inventory	S	C	C	
Update digital policies	Assistant Superintendent of Administrative Operations; Director of Instructional Technology	Needs Assessment; Input from stakeholders	June 2017-October 2017	All	Updated Policies	S	C	C	
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

<b>Strategic Objective/Goal 5:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success
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<b>Performance Objective #7:</b>		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service							
<b>Summative Evaluation (to be filled in by June 2018 by campus administration)</b>									
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Sp. Pop	Evidence of Success	Formative Reviews			Title I School wide Components (code by #)
						Oct.	Feb.	May	
Provide a Digital Citizenship Schoology course for educators to incorporate into educator lessons. Specifically for learners in K-12 <sup>th</sup> grade	Director of Instructional Technology; Director of Student Services; Campus Administrators; Educators, Media Specialist Librarians	Schoology Course	Aug. 2017-May 2018	All	Comparison of the number of discipline issues involving digital citizenship from the 2016 school year to the 2017 school year	S	C	A	#2
<b>√ =Accomplished    C =Considerable    S =Some Progress    N =No Progress    X =Discontinue</b>									

**CISD DISTRICT IMPROVEMENT PLAN 2017-2018**  
**Appendix A: State and Federal Mandates**

**Bullying Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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 a bullying prevention program such as R-Time, Great Expectations or the IB Primary Years Program.	Region 10; Great Expectations; PYP	Campus Principals and Campus Counselors	R-Time Session Dates, R-Time Session Agendas, and Lessons
3. All Middle Schools will implement and support Negotiate	Region 10	Campus Principals and Campus Counselors	Negotiate Session Dates, Negotiate Session Agendas, and Lessons
4. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
5. All 5 <sup>th</sup> Grade students will view Cyberbullying 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 cyberbullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports, and Agenda

## Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All district staff members will be trained in Recognizing and Reporting Child Abuse at the beginning of the year. April is National Child Abuse Prevention Month and a time to further educate staff.	Region 10; TEA provided training; D2L	Director of Student Services and Campus Counselors	Training Sign-In Sheets, Training Agendas, and Training Survey Reports
2. All school staff members will follow the CISD Child Abuse Reporting Protocol.	Region 10; TEA provided training; D2L	Director of Student Services 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 Student Services	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 Student Services	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 Student Services	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 Student Services	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 Student Services	Communication Plan for the District and Campuses; Newsletters, Websites.

## Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Secondary Schools will provide ongoing staff training on relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Student Services, 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. Middle school will also address awareness.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Student Services, 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, SRO's, Counselors, Parents and Campus Administrators	Director of Student Services, 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, SRO's, Counselors, Parents and Campus Administrators	Director of Student Services, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report

## Discipline Management – Safe Environments

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. Disaggregate discipline data to identify training needs and issues related to the learning environment, including any trends with cheating as reported.	Discipline Data	Director of Student Services and Assistant Superintendent for Administration	Discipline Report
2. Provide professional learning opportunities to support campus character education initiatives (such as Great Expectations and Positive Behavioral Support Initiative) using the district Behavior Management Plan.	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, and Federal Funds	Campus Administration and Executive Director of Intervention Services and Director of Student 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	Director of Student Services and Assistant Superintendent for Administration	Eduphoria Records
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Campus Discipline Records; State Guidelines	Director of Student Services and Assistant Superintendent for Administration and Executive Director of Intervention Services	Discipline Report

## Drug Prevention

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. Provide ongoing staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's Counselors, Parents and Campus Administrators	Director of Student Services and Assistant Superintendent for Administration	Discipline Referrals, Anecdotal Campus Reports
2. Provide information regarding R 3 Choices to students with drug abuse issues and their parents.	YMCA, Counselors, and Campus Administrators	Director of Student Services and Assistant Superintendent for Administration	Discipline Referrals, Anecdotal Campus Reports
3. Each elementary has an SRO assigned to the campus to enhance or modify conversations about drugs. Red Ribbon Week for Drug Awareness is recognized throughout the district in the month of October.	SRO Officers	Director of Student Services and Assistant Superintendent for Administration	Red Ribbon Week Plans; SRO Records

## Gifted and Talented Program

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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	Executive Director of Teaching and Learning	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	Executive Director of Teaching and Learning and Content Directors	Annual Report

<p>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).</p>	<p>GT Faculty and Local Funds</p>	<p>Executive Director of Teaching and Learning</p>	<p>Written Professional Learning Plan</p>
<p>4. Develop a communication plan designed to systematize internal and external communication with all stakeholders.</p>	<p>GT Faculty &amp; Local Funds</p>	<p>Executive Director of Teaching and Learning &amp; Content Directors</p>	<p>Communication Plan</p>



## 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 Specialist	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 Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals.
3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21 <sup>st</sup> Century skills.	Title II Funds, Local Funds	Executive Director of HR, Director of Professional Learning, and Communications Department	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II Funds, Local Funds	Executive Director of HR and Director of Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

## Postsecondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. High school campuses will provide college and post high school information to all students.	High School Budgets	High School Counselors' CHS Special Ed. Lead	Graduation Plans, and Post-Secondary Acceptance Data
2. High school students will complete the financial aid process.	Counselors; No Funding Needed	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.	District Budgets	High School Counselors, and CTE Educators; Special Ed. Educators	User Account Report

4. Counseling and career guidance will be available to help students with certification and technical opportunities	High School Budgets	Counselors; CHS Principal	Career Pathway Graduation Plans
5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal; CHS Counselors	Participation 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	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; CHS Sp. Lead	Student Surveys and Graduation Tracker Data
11. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators; CHS Sp. Lead	Student Surveys and Graduation Tracker Data
12. Align college readiness assessments and design academic intervention to ensure college readiness for all.	Assessment 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
2. All staff members will be trained in the State Suicide Prevention Training	Professional Learning time	Campus Principal and Counselor(s)	Training Sign-In Sheets, Training Agendas, and Training Survey Reports

**CISD DISTRICT IMPROVEMENT PLAN 2017-2018**  
**APPENDIX B: CORE CONTENT INITIATIVES**

**English Language Arts & Reading**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. Continue to develop curricular tools and common transfer tasks to deepen the supporting resources that align to the district curriculum for LOTE.	Understanding by Design resources, Standards (TEKS, ELPS, CCRS, IB, AP)	Director of Language and Literacy	LOTE Curriculum documents
2. Continue to develop transfer tasks (course-level) to measure understanding and transfer of learning, as well as provide evidence of authentic accomplishments.	Understanding by Design resources, Standards (Prekindergarten Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan	Director of Language and Literacy	Macro Curriculum Documents, Transfer Tasks
3. Target balanced literacy development, with special education and ESL populations - with a specific focus on guided reading and conferring with readers	Next Steps in Guided Reading, Running Records; WFTBB; Title I & Title II \$52,000, Title III; Director of Research and Evaluation; Director of Data Systems and Program Evaluation	Director of Language and Literacy, Campus RtI teams	Eduphoria - RtI Documentation
4. Embed ELPS strategies in stage 3 of the curriculum PK-12; Train educators as they implement utilize proficiency level descriptors to ensure academic language acquisition through reading and writing	ELPS Resources; Training; Title III	Director of Language and Literacy, Director of Mathematics, Director of Science, Director of Social Studies	Stage 3 in units with ELPS included
5. Create and implement an action plan for an initiative for every learner who enters CISD to read within three years of being in our district	Consultants; Director of Research and Evaluation; Director of Data Systems and Program Evaluation; Literacy resources supported in	Asst. Supt. of C & I; Director of Language and Literacy; Administrators; Educators	At-Risk Data; STAAR results

	other steps by Title I, Title II, Title III; SCE		
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## Math

Strategies	Resources	Staff Responsible	Evaluation
1. Develop Mathematics Curriculum Documents for AP and IB courses, including Course-Level Scope and Sequence, Year-at-a-Glance, Unit Plans in Understanding by Design model, Develop model lessons for PK-12 Mathematics courses	PK Guidelines, Mathematics TEKS, Mathematics TEKS Supporting Information, AP & IB Standards, NCTM Resources	Director of Mathematics	Curriculum Documents
2. Support educators' implementation of CISD Mathematics Curriculum Documents through professional learning	CISD Mathematics Curriculum Documents Title I & II \$5,000	Director of Mathematics; Mathematics	Curriculum Walkthrough Data
3. Continue to Develop tools and provide professional learning for Response to Intervention in K-5 Mathematics	CISD RtI Documents (universal screeners, progress monitoring tools, intervention resources)	Director of Mathematics	RtI Documents, Feedback on Implementation, Universal Screening Data, Progress Monitoring Data

## Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction within K-12 science classrooms with a balance among physical, life, and earth sciences to mirror TEKS	FOSS Kits, STC Kits, and Inquiry-Based Instruction Training (ADI); TEKS-aligned hands-on-time	Director of Science; Campus Administration	STAAR Data; Classroom Walkthrough Data, and Learning Design Units; Elementary schedules of time for science; Lesson Plans

<p>2. Train all new 4<sup>th</sup>-12<sup>th</sup> grade science educators in Argument Driven Inquiry and Science Academic Vocabulary Strategies. Provide ADI training refresher for all returning 6<sup>th</sup>-12<sup>th</sup> grade science educators Train educators as they implement ADI to utilize proficiency level descriptors to ensure academic language acquisition through reading and writing</p>	<p>Professional Learning, Title I &amp; Title II \$2,800</p>	<p>Director of Science; Elementary Science Content Specialists; Secondary Science Instructional Coaches</p>	<p>Eduphoria Records, Classroom Walkthrough Data, Learner Products, and Learning Design Units; STAAR data</p>
<p>3. Train all 3<sup>rd</sup> grade science educators in Argument Driven Inquiry and support implementation</p>	<p>Professional Learning,</p>	<p>Director of Science</p>	<p>Eduphoria Records, Classroom Walkthrough Data, Learner Products and Learning Design Units</p>
<p>4. Train all K-3 science educators in the use of Exemplars as a performance assessment in science</p>	<p>Professional Learning,</p>	<p>Director of Science</p>	<p>Eduphoria Records, Classroom Walkthrough Data, District Assessment Data, Learning Design Units</p>
<p>5. Utilize performance based science assessments and science curriculum walkthroughs to monitor student progress toward the K-12 Science program transfer goals</p>	<p>ADI Training and Rubrics, Exemplars Training and Rubrics,</p>	<p>Director of Science; Science Educators</p>	<p>Science Curriculum Walkthrough Data</p>
<p>6. Utilize unit-aligned TEKS-based item banks to develop formative and summative assessments to monitor and adjust instruction based on learner performance</p>	<p>Item banks within Curriculum Documents in Schoology</p>	<p>Classroom Educators; Campus Administrators</p>	<p>Student performance; student growth; T-TESS (campus administrators monitoring the PLC process)</p>

## Social Studies

Strategies	Resources	Staff Responsible	Evaluation
<p>1. Utilize unit-aligned TEKS based item banks to develop formative and summative assessments to monitor learner acquisition of content and the district curriculum</p>	<p>Funds for Test Bank Items; Funds to develop additional test items; Director of Research and Evaluation; Director of Data Systems and Program Evaluation</p>	<p>Director of Social Studies; Educators</p>	<p>Post Assessment data analysis from campus teams</p>
<p>2. Continue to target economically disadvantaged learners for performance improvement in social studies through reading in the content Train educators as they implement to utilize proficiency level descriptors to ensure academic language acquisition through reading and writing</p>	<p>Nonfiction leveled reading materials; Title I \$5,000 Director of Research and Evaluation; Director of Data Systems and Program Evaluation</p>	<p>Director of Social Studies; Educators</p>	<p>STAAR Social Studies Data</p>
<p>3. Develop IB, AP, and Social Studies curriculum</p>	<p>Course appropriate resources; Funds to write curriculum</p>	<p>Director of Social Studies</p>	<p>Curriculum Documents</p>

**CISD DISTRICT IMPROVEMENT PLAN 2017-2018**  
**APPENDIX C: COMPONENTS OF A SCHOOL WIDE TITLE I PROGRAM**

<b>Components of a Schoolwide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	
Schoolwide reform strategies	Opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement  Use effective methods and instructional strategies that are based on scientifically based research: <ul style="list-style-type: none"> <li>i. Strengthen core academic programs</li> <li>ii. Increase amount and quality of learning time</li> <li>iii. Strategies for meeting educational needs of underserved populations</li> </ul>	
Instruction by Highly Qualified Professional Staff	Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers. All teachers are assigned to the areas in which they are certified to teach.	
Highly-qualified and Ongoing Professional Development	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 school wide program. All staff receives ongoing sustained professional development that is aligned with the goals of the new vision plan.	



Strategies to Attract Highly Qualified Staff	The school is allowed to provide incentives for highly qualified teachers to teach in high need schools. Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.	
Strategies to Increase Parental Involvement	Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented. Strong collaboration with community resources is evident. Parents are included as decision makers in a broad spectrum of school decisions.	
Preschool Transitional Strategies	Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.) Specific strategies for helping students' transition into the elementary setting have been identified and implemented.	
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards. Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.	
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.	
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment rubric.	

## CISD DISTRICT IMPROVEMENT PLAN 2017-2018

### ACRONYM INDEX

AEIS	Academic Excellence Indicator System	IT	Informational Technology
AP	Advanced Placement	iTeam	Integration Specialist Team
BEST	Business Education Success Team	LSSP	Licensed Specialist in School Psychology
BTIM	Beginning Teacher Induction and Mentors	OSS	Out of school suspension
BYOD	Bring Your Own Device	PBMAS	Performance Based Monitoring Assessment System
R3 Choices	Chemical Awareness Resources & Education	PBS	Positive Behavior Supports
CISD	Coppell Independent School District	PEIMS	Public Education Information
Comp Ed	Compensatory Education	PST	Promoting Success Team
CTE	Career and Technical Education	RtI	Response to Intervention
EC	Early Childhood	SCE	State Comprehensive Education
EOC	End of Course	SHAC	School Health Advisory Council
D.A.T.E.	District Award of Teacher Excellence	SPED	Special Education
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	SRO	Security Resource Officer
DOI	District of Innovation	TAKS	Texas Assessment of Knowledge & Skills
GT	Gifted and Talented	TEA	Texas Education Agency
HR	Human Resources	TEC	Texas Education Code
IB	International Baccalaureate	TEKS	Texas Essential Knowledge & Skills
ICLE	International Center for Leadership in Education	x2VOL	Data Warehouse for Service Learning
IDEA	Individuals with Disabilities Act		
IAP	Individual Acceleration Plan		
IEP	Individual Education Plan		
ISS	In School Suspension		