



DISTRICT IMPROVEMENT PLAN

2014 - 2015

DR. MIKE WALDRIP
SUPERINTENDENT

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.

CISD DISTRICT IMPROVEMENT PLAN

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.
• Performance Objective 1:	Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.
• Performance Objective 2:	Reframe and prioritize state standards in a way that leads to profound learning.
• Performance Objective 3:	Align the written, taught and assessed curriculum.
• Performance Objective 4:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
• Performance Objective 5:	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.
• Performance Objective 6:	Implement a system or systems to assess Future-Ready skills.
• Performance Objective 7:	Integrate Future-Ready learning skills within the district.
• Performance Objective 8:	Increase connections between real world experiences and authentic classroom instruction.
• Performance Objective 9:	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.
• Performance Objective 10:	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.

Strategic Objective/Goal 2:	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment
• Performance Objective 1:	Increase educator proficiency to respond to our diverse community of learners.
• Performance Objective 2:	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, and School Pride consistent with the terms of the TEC Section 29.906.

Strategic Objective/Goal 3:	We will foster proactive and reciprocal communication for learner success.
• Performance Objective 1:	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.
• Performance Objective 2:	Create a system to communicate foundational and future-ready skills for each learner.
• Performance Objective 3:	Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.

Strategic Objective/Goal 4:	Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).
• Performance Objective 1:	Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.
• Performance Objective 2	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills.

Strategic Objective/Goal 5:	We will create a community-based accountability system for reporting learner growth.
• Performance Objective 1:	Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.

SUMMARY:

Coppell ISD is a suburban school district with an approximate enrollment of 11,084 students located just north of the Dallas-Fort Worth Airport serving the students of the communities of Coppell, Valley Ranch, and Lee. Coppell ISD has ten (10) elementary schools, three (3) middle schools, one (1) alternative campus and two (2) high schools. For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at <http://www.coppellisd.com> or on the TEA website at <http://www.tea.state.tx.us/perfreport/aeis/>. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of this team chose the strategic objectives listed above which are completely aligned with the district's five-year strategic plan.

**DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL (DEIC)
2013 - 2014 COMMITTEE MEMBERS**

AUSTIN ELEMENTARY

TERESA RANEY
ANNE LAWLER
GAY DOBECKA

COTTONWOOD CREEK ELEMENTARY

CHELSEA HAWKINS
KELLY YIN
SARAH MEADOR

DENTON CREEK ELEMENTARY

TRICIA BADILLO
HEATHER HILDEBRAND
JILL ALLSHOUSE

LAKESIDE ELEMENTARY

ANNELISE FORD
AMBER SHOUP
LIZ TANNER

MOCKINGBIRD ELEMENTARY

DIANA JOHNSTON
ROBBIE MONTEALEGRE
BETSY CUMMINS

PINKERTON ELEMENTARY

ANGIE HUX
SARA ROBINETTE

TOWN CENTER ELEMENTARY

MEREDITH GARNIER
KASEY KEMP
BRETT SHELBY

VALLEY RANCH ELEMENTARY

DENISE DANBY
BETH MEADOR
JEFF MATTHEWS

WILSON ELEMENTARY

CATHRYN SUTTON
JENNIFER HUBBLE
JOHANNA RIVERA

CMSE

KAT JULIAN
LAURIE SHANKS
ERIC PARRAZ

CMSN

ANGELA GEIGER
KATE EHMKE
BRIAN TIMM

CMSW

STACEY HELMBRECHT
BRUCE HERMANS
KENDRA BECK

CHS

JIM DAMRAU
KEVIN BRIMAGE
ALISSA WOMACK

NTH@C

JANELL BENCE
LASHAUMBE JERNIGAN

EDUCATION ANNEX

CRISTINA COUNTS

ADMINISTRATION

PENNY TRAMEL
MARILYN DENISON

PARENT/BUSINESS/COMMUNITY

ANTHONY HILL, CISD BOARD/PARENT
STAN NEWMAN, BUSINESS/COMMUNITY
ERIC PRATT, BUSINESS/COMMUNITY
MANOJ BIDNURKAR, BUSINESS/COMMUNITY
ARTHUR JAMES, BUSINESS/COMMUNITY
SANDRA MEEKINS, PARENT
EDNA RAMOS, PARENT
NIKKI DARKOCH

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 1:	Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.							
Summative Evaluation:	Professional Learning plan for the Learning Framework							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR, TELPAS, Pinnacle 2020	Identify district professional learning priorities.	All	Assistant Superintendent of Curriculum and Instruction; Curriculum Directors; Director of Professional Learning; Campus Administrators	May 2014	August 2014	District Data; Individual Campus Data	Selected Focus Areas Documented	STAAR, TELPAS, Pinnacle 2020
STAAR, TELPAS, Pinnacle 2020	Train campus administration on the prioritized areas.	All	Assistant Superintendent of Curriculum and Instruction; Curriculum Directors; Director of Professional Learning	July 2014	October 2014	Learning Framework; Books; Outside Consultants; Title III Funds; Title I Funds; Local Funds	Eduphoria Records; Training Modules on Selected Focus Areas	STAAR, TELPAS, Pinnacle 2020
STAAR, TELPAS, Pinnacle 2020	Campuses select a priority for year one implementation with their staff.	All	Campus Administrators	August 2014	June 2015	Learning Framework	Campus Focus Areas Documented in CIP's	STAAR, TELPAS, Pinnacle 2020
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document	Provide overview and training of the Learning Portrait to all new CISD educators.	All	Curriculum Directors; Campus Administrators; Assistant Superintendent of Curriculum and Instruction; Director of Professional Learning	August 2014	October 2014	CISD Learning Framework; Local Funds; In-District Presenters	Eduphoria Records; Campus Sign-In Sheets; Training Video "Limitless Possibilities"	Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document

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Summative Evaluation:	Professional Learning plan for the Learning Framework							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Provide advanced learning opportunities to all educators for the five chapters on the Learning Framework.	All	Curriculum Directors; Campus Administrators; Assistant Superintendent of Curriculum and Instruction; Director of Professional Learning	August 2014	June 2015	CISD Learning Framework; Local Funds; Title III Funds; Title I Funds; In-District Presenters; Books	Eduphoria Records; Campus Sign-In Sheets; Training Modules	Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Support campuses in selected growth areas of scaffolding, responsive teaching, and assessment.	All	Curriculum Directors; Campus Administrators; Assistant Superintendent of Curriculum and Instruction; Director of Professional Learning	August 2014	June 2015	CISD Learning Framework; Books; Local Funds; Title III Funds; Title I Funds	Eduphoria Records; Campus Sign-In Sheets; Training Modules	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document	Develop a digital resource area for CISD educators and administrators to support the Learning Framework.	All	Curriculum Directors; Campus Administrators; Assistant Superintendent of Curriculum and Instruction; Communications Department	August 2014	Dec. 2014	CISD Learning Framework; Outside Consultants; Curriculum Department and Communications Department; Local Funds	Digital Resource Area and Digital Resources	

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Summative Evaluation:	Professional Learning plan for the Learning Framework							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Survey; Pinnacle 2020 Committee Strategic Plan	Digitize the Learning Portrait to provide access to all CISD stakeholders.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Directors; Communications Department	August 2014	October 2014	CISD Learning Framework; Outside Consultants; Curriculum Department and Communications Department; Local Funds; Learner Profile	Published, Digitized Learning Portrait	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Create professional learning opportunities for educators that build capacity for implementation in the design and instruction process.	All	Curriculum Directors; Coaches; Campus Administrators; Director of Professional Learning	August 2014	June 2015	Local Funds for PLC work; Coaches; Title I Funds for Consultant(s)	Eduphoria Records; Documentation of Coaches meeting with educators to support planning	
Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Establish grading practices at grades 5-12 that align with measuring and reporting student growth to the learning the standards to align with the assessment philosophy in Chapter 5 of the Learning Framework.	All	Campus Administrators; Curriculum Directors	August 2014	June 2015	Local Funds; Title I Funds	Campus Documentation of PLC Agendas; Campus CIP Action Steps; Eduphoria Records; Campus Professional Learning Plans	

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Summative Evaluation:	Professional Learning plan for the Learning Framework							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Survey Feedback; Classroom Walkthrough Data; Educators Survey Feedback	Provide training to educators in K-4 on how to assess and maintain records in a standards-based grading system that is aligned to the philosophy in Chapter 5 of the Learning Framework.	All	Curriculum Directors; Director of Professional Learning; Campus Administrators	August 2014	June 2015	Title I Funds; Outside Consultant(s)	Eduphoria Records; Budget Records	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 2:	Reframe and prioritize state standards in a way that leads to profound learning.							
Summative Evaluation:	Updated Curriculum Aligned to the New Standards and Adoptions; Prioritized Standards							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educators Survey Feedback; Visioning Document; Pinnacle 2020 Committee Strategic Plan	Coordinate and collaborate with districts in the NTRC to identify and prioritize profound learning standards	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors	August 2014	June 2015	TEKS; Future Ready Outcomes (FROS); Local Funds	Identified Profound Learning Standards	

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Summative Evaluation:	Updated Curriculum Aligned to the New Standards and Adoptions; Prioritized Standards							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Survey Data; Educator Survey Feedback; Walkthroughs; TELPAS Data; STAAR Data	Develop Spanish Scope and Sequences for the DLI Curriculum	DLI	Director of Enrichment Programs; Executive Director of Curriculum and Instruction; Educators; Content Directors;	July 2014	June 2015	TEKS; Translated Resources; Title III Funds	Spanish Scope and Sequences	
Program Expansion	Develop the DLI Sixth Grade Middle School Program	DLI	Director of Enrichment Programs; Executive Director of Curriculum and Instruction; Educators; Content Directors; Director of Advanced Academics	July 2014	June 2015	Spanish Materials; TEKS; Translated Resources; Title III Funds	Middle School Program Plan; Sixth Grade Middle School Curriculum	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Expand the use of UbD and PBL Frameworks to design learning.	All	Campus Administrators; Curriculum Department Directors; Educators	August 2014	June 2015	UbD and PBL Templates customized to individual campus initiatives; Curriculum Department Directors; Coaches	Educator Units and Lesson Plans	

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Summative Evaluation:	Updated Curriculum Aligned to the New Standards and Adoptions; Prioritized Standards							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Implement the learning design rubric to provide feedback for unit design	All	Campus Administrators; Educators; Curriculum Department Directors; Executive Director and Director of Intervention Services	August 2014	June 2015	Learning Design Rubric	Rubrics with feedback given to educators; Eduphoria Data	
GT Audit; MAP Data	Implement the suggestions for GT at grades 6-12 as recommended by the GT audit.	GT	Director of Advanced Academics; Campus Administrators; Curriculum Department Directors	August 2014	June 2015	AP Speaker from the College Board to Assist with Vertical Teams; Local Funds	GT Parent Survey; MAP data; ACT Aspire and ACT; Writing	
Educators Survey Feedback; Visioning Document; Pinnacle 2020 Committee Strategic Plan	Embed global awareness and international mindedness into unit design.	All	Curriculum Department Directors; Campus Administrators; Campus Educators; iTeam; Coaches	August 2014	June 2015	iTeam; Director of Enrichment Programs; Coaches; Coordinator of Instructional Technology	Unit Plans; District provided resources	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 3:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Documents with the horizontally and vertically aligned curriculum as evidenced in Scope and Sequences; Digital Resources; Balanced Literacy Program							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Align the math curriculum with the new math standards and new adoption.	All	Director of Mathematics; Math Coaches; Math Cadres'; Department Heads	August 2014	June 2015	TEKS; Local Budget; Math Adoption Materials	Aligned Math Curriculum	
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Align the math curriculum splash screens with the new adoption.	All	Director of Mathematics; Math Coaches; Math Cadres'; Math Department Heads; Math Content Specialists	August 2014	June 2015	Math Adoption Materials	Aligned Math Curriculum; Splash Screens	
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Align the science curriculum splash screens with the new adoption.	All	Director of Science; Science Coach; Science Cadres'; Science Department Heads; Science Content Specialists	August 2014	June 2015	TEKS; Local Budget; Science Adoption Materials	Aligned Science Curriculum; Splash Screens	
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Establish a balanced literacy program in grades K-5.	All	Director of Literacy; Literacy Coaches; Campus Administrators; Educators; Literacy Content Specialists	August 2014	June 2015	Literacy Coaches; Local Budget; Language Arts TEKS	Balanced Literacy Program; Lesson Plans; Walkthrough Data	

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Performance Objective 3:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Documents with the horizontally and vertically aligned curriculum as evidenced in Scope and Sequences; Digital Resources; Balanced Literacy Program							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educators Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Create curriculum documents aligned to the new LOTE standards.	LOTE Learners	Director of Literacy	August 2014	June 2015	LOTE TEKS	Documents Aligned to LOTE TEKS for Educator Use	
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Revise K-5 splash screens to support balanced literacy program.	All	Director of Literacy; Literacy Coaches; Literacy Cadres'; Language Arts Content Specialists	August 2014	June 2015	Local Funds	Aligned Literacy Curriculum; Splash Screens	
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data; State Curriculum Change	Provide training to educators on the new math TEKS.	All	Director of Mathematics	August 2014	August 2014	Math TEKS	Eduphoria Records	
Pinnacle 2020 Committee Strategic Plan; State Curriculum Change	Train the LOTE educators on the new TEKS.	LOTE Learners	Director of Literacy	August 2014	Sept. 2014	LOTE TEKS	Eduphoria Records	

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Performance Objective 3:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Documents with the horizontally and vertically aligned curriculum as evidenced in Scope and Sequences; Digital Resources; Balanced Literacy Program							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Provide Scope and Sequences for educators for all curriculum areas in K-5.	All K-5 Learners	Core Content Directors; Content Specialists	August 2014	June 2015	TEKS for Core Content Areas; Local Funds	Scope and Sequences for K-5	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 4:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curriculum areas.							
Summative Evaluation:	Eduphoria Records, Classroom Walkthrough Data, Campus Needs Assessment Rubrics; Learner Performance Data; Safeguard Plans and Monitoring Notes.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All new employees will receive expository writing training.	All	Director of Literacy; Write From the Beginning and Beyond (WFTBB) Trainers; Campus Administrators	August 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers	Eduphoria Records	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 4:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curriculum areas.							
Summative Evaluation:	Eduphoria Records, Classroom Walkthrough Data, Campus Needs Assessment Rubrics; Learner Performance Data; Safeguard Plans and Monitoring Notes.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	K-8 educators will be trained in balanced literacy program in the classroom as appropriately related to their areas of teaching.	K-8 Educators	Director of Literacy; Literacy Coaches; Campus Administrators	August 2014	June 2015	Balanced Literacy Program; Literacy Coaches	Eduphoria Records; Campus Sign-In Sheets; Balanced Literacy Program; Walkthroughs	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All educators will receive follow-up training in expository writing as appropriately related to their areas of teaching.	All	Director of Literacy; Write From the Beginning and Beyond Trainers; Campus Administrators	August 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers	Eduphoria Records; Campus Sign-In Sheets	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All educators K-8 will receive training in narrative writing as appropriately related to their areas of teaching.	All	Director of Literacy; Write From the Beginning and Beyond Trainers; Campus Administrators	August 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers	Eduphoria Records; Campus Sign-In Sheets	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data; Educator Survey	All new educators will receive training on standards-based grading in grades K-4.	K-4	Executive Director of Curriculum and Instruction; Director of Mathematics	August 2014	August 2014	Standards Based District Documents; Standards based Report Cards	Eduphoria Records	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 4:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curriculum areas.							
Summative Evaluation:	Eduphoria Records, Classroom Walkthrough Data, Campus Needs Assessment Rubrics; Learner Performance Data; Safeguard Plans and Monitoring Notes.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; TELPAS Data; MAP Data; DRA Data; Walkthrough Data; PBMAS Report	Establish and implement a plan to support needs identified on the Systems Safeguards from the State and Federal Accountability Systems	Sp. Ed.; Ec. Disadv.	Assistant Superintendent of Curriculum and Instruction; Executive Director of Intervention Services; Executive Director of Curriculum and Instruction; Campus Administration; Curriculum Department Directors	August 2014	June 2015	Title I Funds; SCE Funds	Safeguard Plans Established; Anecdotal Notes on Progress; Student Performance Data	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 5:	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.							
Summative Evaluation:	Database with partnerships formed.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	Actively solicit partnerships to support authentic and field based learning experiences	All	Director of Marketing and Business Partnerships; All Curriculum Department Directors	August 2014	June 2015	Field Based Learning Experiences Needed	List of Partnerships Formed	

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Performance Objective 6:	Implement a system or systems to assess Future-Ready Outcomes (FROS).							
Summative Evaluation:	Lessons designed with FROS embedded in all content areas; Rubrics used to evaluate FROS							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	Identify Future-Ready Outcomes (FROS) for the district.	All	Curriculum Department Directors; Campus Administrators	July 2014	August 2014	Resources Listed in the Learning Framework for Research Based FROS	FROS identified in the Learning Framework	
Pinnacle 2020 Committee Strategic Plan	Create district rubrics to assess identified Future-Ready skills for campuses to use as a guide for their individualized campus Future-Ready skills.	All	Curriculum Department Directors; Campus Administrators	August 2014	Dec. 2014	District FROS	FROS Rubrics	
Pinnacle 2020 Committee Strategic Plan	Campuses will create rubrics for their campus FROS to be used in assessing learners.	All	Campus Administrators; Educators	August 2014	Dec. 2014	District FROS and Resources in the Learning Framework	Rubrics	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 7:	Integrate Future-Ready Outcomes within the district.							
Summative Evaluation:	Learning Framework; Campus Communication; Units and Lessons Designed							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	Refine the definition for district Future Ready Learning Outcomes (FROS).	All	Assistant Superintendent for Curriculum and Instruction and Curriculum Department Directors	July 2014	August 2014	Research on FROS; TEKS	Definition in the Learning Framework	
Pinnacle 2020 Committee Strategic Plan	Campuses will utilize campus-based FROS and rubrics.	All	Campus Administrators; Educators	August 2014	June 2015	District Learning Framework; Campus Rubrics	Lesson Plans; Walkthroughs	
Pinnacle 2020 Committee Strategic Plan	Inform stakeholders on the use of campus-based FROS to develop the whole child.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Communications Department; Campus Administration	August 2014	Sept. 2014	Webmaster; Campus Newsletters and Updates; Learning Framework	Campus Newsletters and Updates; District Website	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 8:	Increase connections between real world experience and authentic classroom instruction.							
Summative Evaluation:	Survey data from stakeholders; Projects							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 8:	Increase connections between real world experience and authentic classroom instruction.							
Summative Evaluation:	Survey data from stakeholders; Projects							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan; Dual Language Immersion Data;	Increase opportunities for learners to engage in real world and authentic learning experiences connecting to learner interest such as service learning and community internships.	All	Curriculum Department Directors; Campus Administrators; Director of Marketing and Business Partnerships; Educators	August 2014	June 2015	Director of Marketing and Business Partnerships; Director of Enrichment Programs	Unit Plans; Service Learning Projects	
Pinnacle 2020 Committee Strategic Plan	Coordinate national and international curriculum projects to align with campus initiatives.	All	Director of Enrichment Programs	August 2014	June 2015	Local Funds; Partnerships	Projects Established; Campus Feedback	

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Performance Objective 9:	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
Summative Evaluation:	Evidence of systems transformed and STAAR, TELPAS, EXPLORE, and MAP data; Stakeholder Surveys; Digital resources created.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Create and implement professional development for educators to support the understanding and participation of the New Educators Evaluation process in CISD.	All	Director of Professional Learning; Curriculum Department Directors; Campus Administrators; Director of Advanced Academics	August 2014	Sept. 2014	Educator Evaluation System	Training Module; Eduphoria Records	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Create and implement professional development for administrators to support the understanding and implementation of the New Educators Evaluation process in CISD.	All	Director of Professional Learning; Curriculum Department Directors; Director of Advanced Academics	July 2014	August 2014	Educator Evaluation System	Eduphoria Records	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Refine the Rtl system to focus on critical skills in math and reading.	At-Risk Learners	Executive Director of Intervention Services; Math and Literacy Content Directors	August 2014	June 2015	Rtl Resources	Rtl Handbook; Rtl Feedback from Educators and Administrators	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 9:	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
Summative Evaluation:	Evidence of systems transformed and STAAR, TELPAS, EXPLORE, and MAP data; Stakeholder Surveys; Digital resources created.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data;	Monitor and evaluate the HB5 foundation and endorsement graduation plans based on stakeholder feedback.	9-12 Learners	Director of Advanced Academics; Director of Enrichment Programs; Campus Administrators	August 2014	June 2015	HB5 Curriculum Courses	Walkthroughs; Survey Data from Stakeholders	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Create learner goal setting protocols, self-monitoring tools, and instructional feedback forms to give ownership and empower learners in their learning.	All	Curriculum Directors; Campus Administration; Educators	August 2014	Dec. 2014	Student Led Conferencing Reference Materials	Protocols; Self-Monitoring Tools, and Instructional Feedback Forms	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Pilot various electronic mediums to facilitate learner goal setting and self-monitoring.	All	Campus Administrators; Educators	Dec. 2014	June 2015	Electronic Mediums	Mediums Tested; Survey Results	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 9:	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
Summative Evaluation:	Evidence of systems transformed and STAAR, TELPAS, EXPLORE, and MAP data; Stakeholder Surveys; Digital resources created.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan	Develop a protocol for reporting to parents' current and historical assessment data to affect the growth of the whole child.	All	Director of Assessment; Curriculum Department Directors; Campus Administration	August 2014	Dec. 2014	Data Warehousing System with Historical Data	Protocol Developed	
Pinnacle 2020 Committee Strategic Plan; Visioning Document; Student Satisfaction Survey	Expand learning spaces such as OnRamps (dual credit) partnership with UT and other virtual learning providers	11 th – 12 th	Director of Advanced Academics	August 2014	June 2015	Technology for Online Learning	List of Expanded Learning Spaces	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; Visioning Document	Expand digital curation of resources such as iTunes U courses K-12	All	Director of Mathematics; Coordinator of Instructional Technology; iTeam; Educators; Campus Administrators; Curriculum Department Directors	August 2014	June 2015	Technology for curation; Local Funds	New Digital Resources Created	
PEIMS Data; Educator and Counselor Feedback; Student Satisfaction Survey	Establish a district crisis counselor position to provide direct support for crisis and high-risk behaviors in CISD learners.	At-risk	Executive Director of Intervention Services	August 2014	August 2014	Local Funds	Educator and Counselor Feedback; PEIMS Data; Student Satisfaction Survey	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective 9:	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
Summative Evaluation:	Evidence of systems transformed and STAAR, TELPAS, EXPLORE, and MAP data; Stakeholder Surveys; Digital resources created.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PEIMS Data; Educator and Counselor Feedback; Student Satisfaction Survey; Parent Satisfaction Survey	Provide training to staff and parents in responding to mental health crisis.	At-risk	Executive Director of Intervention Services; Director of Professional Learning	August 2014	Nov. 2014	Local Funds	Educator and Counselor Feedback; PEIMS Data; Student Satisfaction Survey; Parent Survey	
STAAR Data; MAP Data; EOC Data, DRA Data	Conduct an evaluation/audit of the district special education program.	At-risk	Executive Director of Intervention Services	August 2014	Dec. 2014	Local Funds	Audit Results; Budget Records	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective10:	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.							
Summative Evaluation:	Administrator Survey Results; Learner Achievement							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; TELPAS Data; MAP Data	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.	All	Director of Assessment; Data Specialist; Data Teams; Director of Professional Learning	August 2014	June 2015	Training Module; Assessment Tools; STAAR Data; TELPAS Data; MAP Data; PEIMS Data	Eduphoria Records	

Strategic Objective/Goal 1:	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
Performance Objective10:	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.							
Summative Evaluation:	Administrator Survey Results; Learner Achievement							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Provide training on differentiation between screeners and diagnostic tools and how to utilize each to inform decisions.	All	Director of Assessment; Data Specialist; Data Teams; Director of Professional Learning	August 2014	June 2015	STAAR Data; TELPAS Data; MAP Data; Walkthrough Data; PEIMS Data	Eduphoria Records	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Evaluate the effectiveness of the CISD data warehouse system for effectiveness.	All	Assistant Superintendent of Curriculum and Instruction; Director of Assessment; Data Specialist	April 2015	May 2015	STAAR Data; TELPAS Data; MAP Data; Walkthrough Data; PEIMS Data	Educator Survey; Administrator Survey	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Create K-12 campus and district level data teams to analyze data to drive instruction.	All	Director of Assessment; Campus Administrators	August 2014	Sept. 2014	Local Funds	District and Campus Teams; Data Reports	

Strategic Objective/Goal 2:	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
Performance Objective 1:	Increase educator proficiency to respond to our diverse community of learners.							
Summative Evaluation:	Eduphoria records of trainings; Walkthrough data; Learner Achievement Data							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; TELPAS Data; MAP Data; DRA Data	Provide sheltered instruction training to all new educators who have not had SIOP or best practice sheltered instruction training.	ESL; DLI	Executive Director of Curriculum and Instruction; Director of Enrichment Programs; ESL Educators and Facilitators	August 2014	Oct. 2014	Training Modules; ESL Educators and Facilitators	Eduphoria Records	
STAAR Data; TELPAS Data; MAP Data; DRA Data	Provide training to administrators who have not had SIOP or sheltered instruction training in order to effectively monitor for sheltered instruction strategy implementation in the classroom.	ESL; DLI	Executive Director of Curriculum and Instruction; Director of Enrichment Programs	Sept. 2014	Nov. 2014	Best Practice Sheltered-Instruction Training Modules	Eduphoria Records	
STAAR Data; TELPAS Data; MAP Data; DRA Data	Provide culturally responsive teaching training to administrators and educators.	All	Executive Director of Curriculum and Instruction; Director of Enrichment Programs; ESL Educators and Facilitators; Curriculum Department Directors	Sept. 2014	Jan. 2015	Title III Funds; Outside Consultant(s); Curriculum Directors; Executive Director of Intervention Services; Resources such as the Dallas World Affairs Council	Eduphoria Records	

STAAR Data; TELPAS Data; MAP Data; DRA Data	Create a customized plan for all learners who did not advance one level on TELPAS.	ESL Learners	ESL Facilitators and Educators; Executive Director of Curriculum and Instruction; Campus Administration	August 2014	Sept. 2014	ESL Facilitators; TELPAS Data	Customized Plans	
STAAR Data; TELPAS Data; MAP Data; DRA Data; Walkthrough Data	Conduct formal and informal walkthroughs in classroom with ESL learners with a focus on sheltered instruction strategy implementation to give feedback to educators on the integrity of strategy implementation.	ESL; DLI Learners	Campus Administration; Curriculum Directors; Executive Director of Curriculum and Instruction; Director of Enrichment Programs; Director of Intervention Services; ESL Facilitators	Sept. 2014	May 2015	Walkthrough Form	Walkthrough Data; STAAR Data; TELPAS Data; MAP Data	
TELPAS Data; Parent Survey Input; Walkthrough Data; DRA Data; STAAR Data; MAP Data	Provide ongoing training to educators teaching in the DLI Program at Wilson and Denton Creek Elementary Schools.	ESL; DLI Learners	Campus Administration; Curriculum Directors; Director of Enrichment Programs; Executive Director of Curriculum and Instruction; ESL Facilitators	August 2014	June 2015	Student Performance Data; Learning Framework; Walkthrough Data	Eduphoria Records of Trainings; List of Trainings	
DRA Data; STAAR Data; MAP Data; IEP Data; EOC Data	Provide training to special educators in content knowledge and instructional design.	Sp. Ed.	Executive Director of Intervention Services; Director of Professional Learning; Campus Administration	August 2014	June 2015	Local Funds	Eduphoria Records; List of Trainings Provided; Student Performance Data	

DRA Data; STAAR Data; MAP Data; IEP Data; EOC Data	Provide training to general educators regarding their role in implementing IEPs/IAPs and in how to accommodate for learners with disabilities within the general education setting.	Sp. Ed./504	Executive Director of Intervention Services; Director of Professional Learning; Campus Administration	August 2014	June 2015	Local Funds	Eduphoria Records; List of Trainings Provided; Student Performance Data	
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Strategic Objective/Goal 2:	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
Performance Objective 2:	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, and School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Integrated Digital Citizenship with CISD Character Traits; Parent Survey; Student Satisfaction Survey							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	Integrate the CISD character education program with digital citizenship	All	Coordinator of Instructional Technology; Director of Assessment	August 2014	June 2015	CISD Character Education Program; Digital Citizenship Expectations	Parent Survey; Curriculum Developed; Student Satisfaction Survey	
PEIMS Data; Counselor Input	Provide "Parenting the Love & Logic Way" training to support parents in developing personal responsibility in their children.	All	Executive Director of Intervention Services	August 2014	June 2015	Love & Logic Way Program and Training Materials; Trainer for the Program	Eduphoria Records and/or Sign-in Sheets	

Strategic Objective/Goal 3 :	We will foster proactive and reciprocal communication for learner success.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
Summative Evaluation:	Digital Training Modules; SAMR assessment; Eduphoria Records							

Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Walkthrough Data; Lesson Plans	Establish an assessment for educator and administrator proficiency levels on the SAMR Model	All	Coordinator of Instructional Technology; iTeam	August 2014	Sept. 2014	Assessment; iTeam	SAMR Assessment; Educator Goal Setting	
Educator Feedback	Expand on Unlocking Your Digital Genius Training Opportunities for Educators	All	Coordinator of Instructional Technology; Director of Professional Learning and Innovation; iTeam	Sept. 2014	June 2015	Technology Equipment; iTeam	Digital Training Modules; Eduphoria Records	

Strategic Objective/Goal 3 :	We will foster proactive and reciprocal communication for learner success.							
Performance Objective 2:	Create a system to communicate foundational and Future-Ready skills for each learner.							
Summative Evaluation:	Surveys; Communication System Created							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	Survey parents on the way they prefer communication and consider this as a streamlined system is developed.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Director of Assessment; Assistant Superintendent for Administration	Sept. 2014	Sept. 2014	Survey	Survey Results	

Pinnacle 2020 Committee Strategic Plan	Analyze things to be communicated to parents and establish an efficient system of communication.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Director of Assessment; Assistant Superintendent for Administration	August 2014	June 2015	Parent input	Data Analysis	
Pinnacle 2020 Committee Strategic Plan; Educator Survey	Centralize the location of supporting documents of foundational and future ready skills.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Assistant Superintendent for Administration	August 2014	June 2015	Documents for Foundational and Future Ready Outcomes	Site or Location for Documents	
Pinnacle 2020 Committee Strategic Plan	Establish district expectations for educator communications on foundational and future ready outcomes.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Assistant Superintendent for Administration	August 2014	Sept. 2014	Foundational Skills; Future Ready Outcomes	District Expectations for Communication	
Pinnacle 2020 Committee Strategic Plan	Use quantitative measures to assess Future Ready Outcomes with instruments, such as a rubric, where specific feedback is given.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors	Sept. 2014	June 2015	Rubrics to Assess Future Ready Outcomes; Future Ready Outcomes	Assessment Instruments Developed; Report Cards in Grades K-4	

Pinnacle 2020 Committee Strategic Plan; Educator and Administrator Input	Create a means for learners to report quantitative and qualitative data (evidence) of foundational and future ready skills and outcomes.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Campus Administrators	Sept. 2014	June. 2015	Local Funds; iTeam; Curriculum Directors	Portfolio Items; Forms Created to Guide the Reporting Process	
Pinnacle 2020 Committee Strategic Plan	Create a process for parents to provide feedback on the system.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Director of Assessment; Campus Administrators Assistant Superintendent for Administration	Sept. 2014	June 2015	Parent Survey; Campus Administrators	Timeline and Process Created for Parent Feedback; Parent Survey	

Strategic Objective/Goal 3 :	We will foster proactive and reciprocal communication for learner success.							
Performance Objective 3:	Communicate the district assessment plan to parents and teachers and report outcomes individually to parent and collectively to stakeholders.							
Summative Evaluation:	Identified foundational knowledge and future ready skills; System of communication; Survey data; Assessment Plan to communicate growth							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan	Define and identify profound foundational knowledge and future ready skills.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors	July 2014	May 2015	Research on Future Ready Skills	Identified Foundational Knowledge and Future Ready Skills	

Pinnacle 2020 Committee Strategic Plan	Establish the progression of foundational knowledge and future ready outcomes by grade level.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; iTeam; Content Specialists	August 2014	Oct. 2014	Foundational Knowledge Skills; Future Ready Outcomes	Progression Documents	
Pinnacle 2020 Committee Strategic Plan	Explain the progression of foundational knowledge and future ready outcomes in parent and learner friendly language.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; iTeam; Content Specialists; Assistant Superintendent for Administration	August 2014	Oct. 2014	Foundational Knowledge Skills; Future Ready Outcomes	Progression Documents; Campus and District Communication Plans	
Pinnacle 2020 Committee Strategic Plan	Establish levels of proficiency for the foundational knowledge and future ready outcomes.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; iTeam; Content Specialists	August 2014	Oct. 2014	Foundational Knowledge Skills; Future Ready Outcomes	Proficiency Levels	
Pinnacle 2020 Committee Strategic Plan	Create a collection of artifacts showing evidence of proficiency.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Educators; Campus Administrators	Sept. 2014	June 2015	Local Funds; Rubrics and Proficiency Levels	List of Acceptable Artifacts	

Pinnacle 2020 Committee Strategic Plan; STAAR Data; MAP Data; TELPAS Data	Establish a means for learner's self-assessment and reflection.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Educators; Campus Administrators	Sept. 2014	June 2015	Educators; iTeam;	Forms and Process for Self-Assessment and Reflection	
Pinnacle 2020 Committee Strategic Plan	Establish a means for parents to communicate with the educator and learner on learner progress that is developmentally appropriate.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Educators; Campus Administrators	Sept. 2014	June 2015	Local Funds	Schedules of Conferences; Documentation of Parent Input; Parent Survey	
Pinnacle 2020 Committee Strategic Plan	Design a communication plan to inform all stakeholders on reciprocal communication system.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Educators; Campus Administrators; Assistant Superintendent of Administration	Sept. 2014	Oct. 2014	Websites; Campus Based Resources	Communication Plans for Each Campus	

Pinnacle 2020 Committee Strategic Plan	Annually evaluate and make changes to system as a result of feedback provided by all stakeholders.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Director of Assessment; Educators; Campus Administrators; Assistant Superintendent of Administration	April 2015	May 2015	Surveys	Parent Survey; Student Satisfaction Survey; Educator Survey; Administrator Survey	
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Strategic Objective/Goal 4 :	Design a comprehensive instructional technology systems that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).							
Performance Objective 1:	Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust and service.							
Summative Evaluation:	Digital Citizenship Curriculum; Aligned Curriculum; Marketing Plan and Resources							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan; Parent Survey	Develop the CISD definition of digital citizenship.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; iTeam; Educators; Campus Administrators	August 2014	August 2014	TEKS	District Definition of Digital Citizenship	

Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input	Identify the skills and attributes required to demonstrate digital citizenship.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; iTeam; Educators; Campus Administrators	August 2014	Sept. 2014	TEKS	List of Skills and Attributes to Demonstrate Digital Citizenship	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Align the identified skills and attributes with the CISD character education traits.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; iTeam; Educators; Campus Administrators	August 2014	Sept. 2014	CISD Character Traits	Document Showing Alignment of Digital Citizenship Skills and Character Traits	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Integrate the identified skills and attributes into the existing CISD character education program.	All	Counselors; Director of Advanced Academics; iTeam; Coordinator of Instructional Technology	August 2014	June 2015	CISD Character Traits; Skills and Attributes for Digital Citizenship	Aligned Curriculum; Parent Satisfaction Survey	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Select and/or develop differentiated digital citizenship curriculum and resources to be accessed and used by learners, educators, and parents.	All	Coordinator of Instructional Technology; iTeam	August 2014	Oct. 2014	iTeam; Coordinator of Instructional Technology	Resources; Digital Citizenship Curriculum	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input	Publish digital citizenship curriculum for access by all stakeholders.	All	Webmaster; Coordinator of Instructional Technology	Dec. 2014	Jan. 2015	Digital Citizenship Curriculum	Published Curriculum	

Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Create an implementation plan.	All	Assistant Superintendent for Curriculum and Instruction; Coordinator of Instructional Technology; iTeam	August 2014	Sept. 2014	Local Funds	Implementation Plan	
Pinnacle 2020 Committee Strategic Plan	Brand, market, and communicate the Digital Citizenship plan to all stakeholders.	All	Director of Marketing and Business Partnerships; Director of Communications; Assistant Superintendent for Curriculum and Instruction	Dec. 2014	June 2015	Local Funds; Digital Citizenship Curriculum	Marketing Plan; Marketing Materials	

Strategic Objective/Goal 4 :	Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create, and share content, collaborate with other learners throughout the world).							
Performance Objective 2:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills.							
Summative Evaluation:	Comprehensive Technology System; Assessment Tools to Evaluate Digital Citizenship Growth; Parent, Learner, and Educator Survey Feedback,							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Design assessment tools to analyze growth for digital citizenship.	All	Assistant Superintendent for Curriculum and Instruction; Coordinator of Instructional Technology; iTeam; Director of Assessment	Sept. 2014	Oct. 2014	Digital Citizenship Curriculum	Rubrics and/or Assessment Tools	

Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	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).	All	Assistant Superintendent for Curriculum and Instruction; Coordinator of Instructional Technology; iTeam	August 2014	Dec. 2014	Technology Curriculum; Local Funds	Comprehensive Technology System	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Provide professional learning on digital citizenship curriculum.	All	Coordinator of Instructional Technology; iTeam; Director of Professional Learning	Dec. 2014	June 2015	Technology Curriculum; Local Funds; Training Modules	Eduphoria Records	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Provide parent training on digital citizenship.	All	Coordinator of Instructional Technology; iTeam; Director of Professional Learning	Jan. 2015	June 2015	Technology Curriculum; Local Funds; Training Modules	Eduphoria Records	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey; Educator Survey	Develop an annual/ongoing needs assessment plan in order to get feedback from learners, educators, and parents on digital citizenship for continuous improvement.	All	Coordinator of Instructional Technology; iTeam; Director of Professional Learning; Director of Assessment	Feb. 2015	March 2015	iTeam; Coordinator of Instructional Technology; Local Funds	Needs Assessment Plan	

Strategic Objective/Goal 5 :	We will create a community-based accountability system for reporting learner growth.							
Performance Objective 1:	Develop supports and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.							
Summative Evaluation:	Partnerships and Internships Accessible to CISD learners; Long Range Facility Plan							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data; Lesson Plans	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design of learning.	All	Director of Assessment; Director of Professional Learning; Data Specialist	July 2014	June 2015	Training Modules	Eduphoria Records	
Parent Survey; Pinnacle 2020 Strategic Planning	Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships.	All	Assistant Superintendents for Curriculum and Instruction, Administration, and Business and Support Services; Director of Marketing and Business Partnerships	August 2014	June 2015	Needs Assessment and Analysis of Needed Spaces	New Partnerships Created; New Learning Spaces Documented	
Parent Survey; Pinnacle 2020 Strategic Planning; Educator and Administrator Input	Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for all learners.	All	Assistant Superintendents for Curriculum and Instruction, Administration, and Business and Support Services; Campus Administration	Sept. 2014	June 2015	Local Funds; Bond Funds	Redesign Plans for Learning Spaces	

Parent Survey; Pinnacle 2020 Strategic Planning; Educator and Administrator Input	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.	All	Assistant Superinten- dents for Curriculum and Instruction; Director of Marketing and Business Partnerships; Assistant Superinten- dent for Administration	August 2014	June 2015	Local Funds	System for Establishing Maintaining Partnerships	
Parent Survey; Pinnacle 2020 Strategic Planning; Educator and Administrator Input	Expand opportunities for partnerships and job shadowing.	9-12	Director of Advanced Academics; Director of Marketing and Business Partnerships	August 2014	June 2015	Local Funds	List of Opportunities for Partnerships and Job Shadowing	
Parent Survey; Pinnacle 2020 Strategic Planning; Educator and Administrator Input	Increase volunteer and service opportunities for learners within the community.	All	Director of Marketing and Business Partnerships; Director of Enrichment Programs	August 2014	June 2015	Local Funds	Service Projects Completed; Service Volunteer Hours	
Parent Survey; Pinnacle 2020 Strategic Planning	Develop a dynamic Long Range Facility Plan that anticipates and prepares for enrollment gains.	All	Assistant Superinten- dents for Curriculum and Instruction, Administration, and Business and Support Services;	August 2014	June 2015	Enrollment Numbers; Longitudinal Enrollment Predictions	Long Range Facility Plan	

CISD DISTRICT IMPROVEMENT PLAN 2014-2015
APPENDIX A: STATE AND FEDERAL MANDATES

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support CISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All Elementary Campuses will implement and support 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	Director of Advanced Academics and Campus Counselors	Training Sign-in Sheets, Training Agendas, and Training Survey Reports
2. All campus staff members will be trained in the Dallas Children's Advocacy Center's protocol on Recognizing and Reporting Child Abuse.	Region 10	Director of Advanced Academics and Campus Counselors	Training Sign-in Sheets, Training Agendas and Training Survey Reports
3. All school staff members will follow the CISD Child Abuse Reporting Protocol.	Region 10	Director of Advanced Academics and Campus Counselors	Counselor Documentation

Coordinated Health - SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 4 times per year.	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Minutes, Agendas, Sign-in Sheets
2. The council will provide the CISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Board Agenda – Presentation by SHAC Chairs
3. The majority of the council membership will be parents and the co-chair will be a parent.	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Membership List
4. The district expectation is that a representative from each campus will participate in the committee	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Membership List

5. Communicate SHAC updates to stakeholders including staff and parents.	SHAC Meeting Minutes Provided to Administration for Updates Communicated	Co-Chairs; Director of Enrichment Programs	Communication Plan for the District and Campuses; Newsletters, Websites.
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Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Secondary Schools will provide on-going staff training on relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
2. High Schools will implement programs, such as the Be Project, to eliminate teen dating violence and promote healthy relationships.	PEIMS data, SROs, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
3. Selected secondary courses will embed a unit of study designed to increase awareness of teen dating violence and the warning signs of abusive relationships.	PEIMS data, SROs, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
4. Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships.	PEIMS data, SROs, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report

Discipline Management – Safe Environments

Strategies	Resources	Staff Responsible	Evaluation
1. Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent of Administration	Discipline Report
2. Provide professional learning opportunities to support campus character education initiatives (such as Great Expectations and Positive Behavioral Support Initiative).	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10 , and Federal Funds	Campus Administration and Executive Director of Intervention Services	Eduphoria records
3. Implement and provide advanced training on alternative options to In-School Suspension.	Campus Administrators, Region 10, Intervention Specialist/LSSP, and Federal Funds	Campus Administration and Executive Director of Intervention Services	Eduphoria Records
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10 , and Federal Funds	Assistant Superintendent of Administration	Discipline Report
5. Students that are highly at risk of dropping out of school will be recommended for enrollment in Victory Place.	Compensatory Education Funds	High School Counselors and High School Principals	Attendance Reports, and Progress Monitoring Data of Victory Place and Rtl Students.

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, Parents and Campus Administrators	Counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
2. Provide information regarding C.A.R.E to students with drug abuse issues and their parents.	YMCA, Counselors and Campus Administrators	Counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

Gifted and Talented Program

Strategies	Resources	Staff Responsible	Evaluation
1. Establish a gifted and talented parent/community advisory committee to support and assist in GT services planning and improvements that emphasize key components of the Texas State Plan.	GT Faculty	Director of Advanced Academics	Committee Meeting Dates, Agendas, and Minutes
2. Develop and implement an annual review process to measure the effectiveness of GT services.	GT Faculty and Content Directors	Director of Advanced Academics and Content Directors	Annual Report
3. Develop and annually update a written comprehensive professional learning plan designed to address the needs of GT learners (including initial 30 hours of GT training and annual 6 hour update).	GT Faculty and local funds	Director of Advanced Academics	Written Professional Learning Plan
4. Develop a communication plan designed to systematize internal and external	GT Faculty and local funds	Director of Advanced Academics and	Communication Plan

communication with all stakeholders		Content Directors	
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Highly Qualified Teachers and Paraprofessionals

Strategies	Resources	Staff Responsible	Evaluation
1. Provide testing information and guide teachers through the certification process as needed.	State Testing Website, Testing Schedule and Test Prep Guides	Executive Director of HR and Certification Manager	Teacher Test Scores
2. Mentor beginning educators to improve effective teaching and performance while promoting personal and professional well-being.	Title II funds, local funds	Executive Director of HR, Director of Professional Learning and Director of School Improvement	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21 st Century skills.	Title II funds, local funds	Executive Director of HR, Director of Professional Learning, and Communications Department	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II funds, local funds	Executive Director of HR and Director of Staff Development,	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students.	High School Budgets	High School Counselors	Graduation Plans, and Post-Secondary Acceptance Data

2. Students will complete the financial aid process.	High School Budgets	High School Counselors	Student PELL Application Completion Data
3. All 6 – 12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	High School, and Middle School Budgets	High School Counselors, and CTE Educators	User Account Report
Strategies	Resources	Staff Responsible	Evaluation
4. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School Budgets	High School 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 Number of Students Passing AP Exams
9. Dual and Concurrent credit will be available to all eligible students.	High School Budgets	Counselors	Number of Students Enrolled in Dual Credit Courses Number of Students Passing Dual Credit Courses
10. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators	Student Surveys, and Four Year Plans
12. Create a culture of college and redefine post-secondary education in order to best serve all	Campus Budgets	Campus Administrators	Student Surveys, and Graduation Tracker Data

students.			
13. Align college readiness assessments and design intervention framework to ensure college readiness for all.	Advanced Academic Budget and Campus Budgets	Curriculum Directors, Campus Administrators and Educators.	Student Surveys, and Graduation Tracker Data

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All staff members will be trained in the CISD Suicide Prevention Protocol.	Campus Budgets	Campus Principal and Counselors	Training Sign-in Sheets, Training Agendas and Training Survey Reports

CISD DISTRICT IMPROVEMENT PLAN 2014-2015 APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
1. Build learner capacity for expository writing.	Write From the Beginning Training, and STAAR/EOC Data,	Director of Language and Literacy	AEIS Data, Writing Conference Data, and Writing Scoring Session Data
2. Align a balanced literacy program K-12.	Research-Based Best Practices	Director of Language and Literacy	Program Evaluation Report
3. Write K-8 Literacy Curriculum.	Learning Framework, Visioning Document, and TEKS	Director of Language and Literacy	Articulated Curriculum
4. Input K-12 Curriculum in Eduphoria.	CISD Learning Framework, Visioning Document, Eduphoria, and TEKS	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	Eduphoria Records, 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, Science Classroom Walkthrough data, Learner Products, and Learning Design Units
3. Expand use of digital content resources K-12.	Instructional Materials	Director of Science	Completed Instructional Materials

	Resource Committee, and iTunesU		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	Eduphoria Records, Science Classroom Walkthrough data, and Learning Design Units
5. Expand opportunities for global collaboration.	World Moon Project, Google Earth, E-PALS, and Skype	Director of Science	Local Assessments, Classroom Walkthrough data, and Learning Design Units

Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Create a constructivist conversation regarding Social Studies and the role of inquiry-based instruction.	Inquiry-Based Training	Coordinator of Social Studies	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units
2. Expand the use of virtual learning design K-12.	Virtual Learning Training	Coordinator of Social Studies	Classroom Walkthrough data, and Learning Design Units
3. Expand the use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunesU	Coordinator of Social Studies	Classroom Walkthrough data, and Learning Design Units
4. Create a constructivist dialogue regarding high yield best practices.	John Hattie's Research	Coordinator of Social Studies	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units

CISD DISTRICT IMPROVEMENT PLAN 2014-2015

ACRONYM INDEX

AEIS	Academic Excellence Indicator System		
AP	Advanced Placement		
BEST	Business Education Success Team		
BTIM	Beginning Teacher Induction and Mentors		
BYOD	Bring Your Own Device		
C.A.R.E.	Chemical Awareness Resources & Education		
CISD	Coppell Independent School District		
Comp Ed	Compensatory Education		
CTE	Career and Technical Education		
EC	Early Childhood	IT	Informational Technology
EOC	End of Course	iTeam	Integration Specialist Team
D.A.T.E.	District Award of Teacher Excellence	LSSP	Licensed Specialist in School Psychology
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	OSS	Out of School Suspension
GT	Gifted and Talented	PBMAS	Performance Based Monitoring Assessment
HR	Human Resources	System	
IB	International Baccalaureate	PBS	Positive Behavior Supports
ICLE	International Center for Leadership in Education	PEIMS	Public Education Information Management System
IDEA	Individuals with Disabilities Education Act	PST	Promoting Success Team
ISS	In School Suspension	RtI	Response to Intervention
		SCE	State Comprehensive Education
		SHAC	School Health Advisory Council
		SPED	Special Education

SRO	Security Resource Officer
TAKS	Texas Assessment of Knowledge and Skills
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
X2VOL	Data Warehouse for Service Learning