



Coppel Independent School District
Coppel Middle School West
Campus Improvement Plan
2016-2017

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.

**Site Based Decision Making (SBDM)
2016-2017 COMMITTEE MEMBERS**

Coppell Middle School West

NAME OF PARTICIPANT	COMMITTEE ROLE
Emily Froese	Principal
Sarah Thornton	Assistant Principal
Bruce Hermans	Assistant Principal
Jaime Duncan	Counselor
Stephanie Julian	Counselor
Stacey Kniff	Administrative Assistant
Victoria Tong	ELA Dept. Chair
Cheryl Gengler	Math Dept. Chair/Coach
Sunny Richardson	Science Dept. Chair
Kelsey Donohue	Social Studies Dept. Chair
Jessica Biwot	ELA Educator/6 th grade lead

Scott Hinton	Math Educator/7 th grade lead
Stephanie Howell	ELA Educator/8 th grade lead
Ann Hale	SPED Dept. Lead
Brandi Cantrel	PE/Athletics
Angie Huff/Lillynette Caro	Parent Representatives
Ocean Tama	Community/Business Representative
Penny Tramel	District Liaison

**Comprehensive Needs Assessment Summary
2016-2017**

Data Sources Reviewed: •			
Area Reviewed	Summary of Strengths What were identified strengths?	Summary of Needs What were identified needs?	Priorities What are the priorities for the district, including how federal and state program funds will be used?
Demographics	At CMSW we have the following identified Sub Populations on our campus: 214 (19%) Students identified as At-Risk, 47 (4.25%) identified as Special Education, 80 (7.2%) learners being served under 504, 86 (7.78%) Identified learners being served through our ESL Department, 10 (0.9%) New Comers.	Continued supports for educators serving various groups of learners and their cultural needs.	Focus on Increasing passing rate on STAAR and moving kids up Tiers in our Rtl supports, using Title I and SCE funding. We will provide additional resources for ESL learners to support English language acquisition.
Student Achievement	The 2016 Accountability report divulged that CMSW received Academic Distinction Designations in	We need to close the achievement gap in all content areas for our Hispanic, Economically Disadvantaged and learners	Provide interventions to learners who show gaps in their learning, focused small group instruction will be provided in all content areas, screeners are used to identify

	<p>the following areas: Math and Social Studies</p>	<p>in our Special Education program. Based on the 2016 Accountability report CMSW is in State System Safeguards for Special Education in the areas of Math and Reading, and Economically Disadvantaged for Science and Social Studies. Based on the same report CMSW is in Federal System Safeguards for Hispanic and Economically Disadvantaged learners in the areas of Reading and Math.</p>	<p>growth. Virtual tools such as Dream Box (math), Actively Learn (Literacy) and Gizmos (Science) are used to compile data and provide a variance in supports.</p>
<p>School Culture and Climate</p>	<p>Our data story indicates that learners and their parents are invested in education, feel safe at school, know the expectations, and feel well informed of their academic progress. This data is supported by continuous conversations, surveys and an overarching feel of success on the campus. Stakeholders continue to feel safe in communicating</p>	<p>Informal and Formal data gathered by our counselors and administration indicate that we have some learners who have experienced bullying.</p>	<p>Learners will receive information through presentations, advisory lessons in regard to bullying and learn the ways to report bullying.</p> <p>Educators will continue to receive Great Expectations training to continue to grow and sustain a positive work environment with their learners.</p>

	<p>comfort and discomfort when it arises. Three areas of needed growth would be to increase school pride, make more personalized connections between learners and educators, and to offer greater voice and choice for our learners. Our assessment and attendance data shows continued improvement and through our learning design and connections we will respond to the needs of our individual learners.</p>		
<p>Staff Quality/Professional Development</p>	<p>100% of the staff in CISD is highly qualified.</p>	<p>Continue to seek highly qualified staff; as staff has turnover, seek out employees with Multiple skill sets to address the needs of our ever changing population.</p>	<p>We have also identified a need for educator and staff trainings in the Campus Initiative of Challenged Based Learning (CBL) along with continued focus on RtI and the use of Formative Assessments</p>
<p>Curriculum, Instruction, Assessment</p>	<p>We have a secondary RtI process in place to support all learners; educators have autonomy with their lesson design while adhering to</p>		

	the scope and sequence set forth by the district.		
Family and Community Involvement	Family and community members are encouraged to be involved with our campus, we have a strong PTO and parental volunteer presence on campus and at events.	Educate parents and community on how to find information on our website and ensure that all stakeholders are able to access information to be involved.	Provide opportunities for families and community members to be involved, use technology to post and communicate events.
School Context and Organization	Educators have access to data and to drive instructional design.	Training is needed to continue to educate educators on how to create data-driven instruction.	Train administrators and Instructional Coaches on how to support classroom educators on how to monitor learner gaps, special needs and creating opportunities for success for all learners.
Technology	Every Middle School Learner is issued a 1-to-1 iPad for classroom and educational use.	Educate learners and all stakeholders on internet safety, cyberbullying and educational tools.	Provide opportunities for families and all stakeholders to participate in learning experiences focused on use of our LMS (Schoology), our RUP and continuing education on cyber safety.

List the identified needs of the district derived from data review

Family and Community Involvement

- Greater need for reciprocal communication
- Digital Literacy Parent Training
- Expansion of Business Partnerships

Technology

- Digital Literacy Learner Training and Reinforcement

Student Achievement

- CBL Training on lesson design
- RtI Training for focused instruction and support for all learners
- Sheltered instruction for classroom educators
- Need for learners to take greater ownership in their learning

Teacher Quality

- Recruitment of highly qualified classroom educators and paraprofessional staff.

Demographics

- Cultural Awareness in Instructional Design

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					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School wide Components (code by #)
Expand partnership with business partners	CISD Director of Marketing and Business Partnerships; Admin Team; Faculty Counselors	CISD Director of Marketing; Curriculum Leaders; Counselors/ Parents	July 2016-June 2017	Expanded list of partners	Use of partners at campuses and their attendance	Feedback from learners and educators	
Continue implementation of iExplore curriculum	Admin Team; Counselors; CTE Department; Faculty	Naviance; Career Exploration Opportunities; Time for educators to design learning experiences	August 2016-June 2017	Lesson Plans	Learner Achievement in iExplore Class	Feedback from learners/parents and educators	

Increase authentic parent involvement in the learning environment	Admin Team; Counselors; Faculty	Social Media; School-ogy; Campus Website; Black-board (Parent Link); Parent Survey	August 2016-June 2017	Parent and Community Sign-in Sheets	Increase in volunteers at the campus	Data to show parent meeting attendance and support at school functions	#6
Increase opportunities for learners to engage in real world and interest driven learning experiences, as well as hands on and field based learning experiences	Admin Team; Counselors; Faculty; Club Organizers and Leaders	Local Funding; Title I Funding; Business Partnerships	August 2016-June 2017	Lesson Plans; List of Field Based Experiences	Learner Achievement	STAAR Data	#2, #10

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 #2:		Increase volunteer and service opportunities for learners within the community					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Allow learners an opportunity to serve the community through volunteer and service projects	Student Council and NJHS	Local Funding; Community and Business Partnerships; Organization and Coordination of Volunteer and Service Opportunities	September 2016-June 2017	Service Learning Completed	Learner Reflections	Decrease in Discipline Referrals; Character Traits Exhibited	#10

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 #3:		Expand opportunities for internships and job shadowing					
Strategies and Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Utilize current business relationships to allow for internships and guest speaking opportunities, as well as a career day experience at West	Admin Team; Counselors; iExplore Educators; Director of Marketing and Business Partnerships	Presentations scheduling; Time for Planning	August 2016- June 2017	Lesson Plans and Curriculum	Learner Feedback; Educator Feedback, Partner Feedback, continuation of iExplore curriculum.	Knowledge of our learners for future plans and options	

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 #4:		Partner with industry professionals to design and offer field-based learning experiences for educators					
Strategies and Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Utilize current business relationships to allow for professional development for educators	Admin Team; Executive Director of Curriculum and Instruction; Educators;	Professional learning opportunity for coding educator and campus administration.	September 2016	Lesson Plans and Curriculum	Learner Feedback; Educator Feedback, Partner Feedback	Knowledge of our learners for future plans and options	

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					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
Increase shared learning spaces with other CISD campuses and business partners	Admin Team from various campuses; Educators; iExplore Field Trips	Coordination Efforts; Local Funding for Transportation	August 2016-June 2017	Lesson Plans; Transportation Purchase Orders	Learner Achievement	Learner and Educator Feedback; Learner Achievement	
Expand use of Schoology and other data bases as a digital learning tool	DLC; Campus Educators; Administrators; Curriculum Department	Coordination Efforts; Local Funding; Federal Funding for Supplemental Materials	August 2016-June 2017	New Courses Created	Learner Achievement	iStation, Dream Box, Brain Pop, Gizmos Actively Learn Reports; Learner Achievement	#2

Strategic Objective/Goal 2:		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners					
Performance Objective #2:		Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for all learners					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Redesign and repurpose physical learning spaces within and outside CISD and current facilities to provide flexibility and maximize learning opportunities	Admin Team; Counselors; Educators; Community Partners	Campus Budget; Local Funds; Title 1 Funding; Campus Fundraising; Business Partners	July 2016- January 2017	Work Orders; Purchase Orders	Learner and Educator Feedback; Continued expansion of learning spaces; opportunities for change in environment	Walkthroughs documenting environment	#2

Strategic Objective/ Goal 2:		We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners					
Performance Objective #3:		Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Communi- cate the Long Range Facility Plan created by the Facilities Visioning Committee; Implement any recommen- dations of the committee	Assistant Superinten- dent of Business and Support Services; Director of Facilities; Campus Administra- tion	Webmas- ter; District Guidance	August 2016- June 2017	Website; Meeting Agendas	Higher Learner Engagement	Walkthrough data including engagement	#2
Implement sharing of learning spaces and leveraging of current space to meet the needs of	Campus Admin Team; District Leaders	Local Funds; Collabora- tion of the Leader- ship Team	August 2016- June 2017	Lesson Plans; Schedules	Learning Environ- ments; Input from Educators	Walkthrough and Observation data that includes classroom environment	

the growing number of learners							
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Strategic Objective/Goal 3:		We will foster proactive and reciprocal communication for learner success					
Performance Objective #1:		Create a system to communicate foundational and future-ready skills for each learner					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Implement Schoology as the district adopted Learning Management System to allow organization and accessibility of educator lesson plans and learner objectives to both parents and learners	Administrators; Counselors; Faculty and Staff; Director of Technology	DLC; Schoology Program; Professional Learning for Educators	August 2016-June 2017	Lesson Plans; Gradebook	Learner Achievement	Learner Achievement; Schoology Course Assignments	#2
Define desired future ready learning outcomes for a CMW learner	Admin Team; Counselors; Leadership Team	Leadership Retreat	July 2016	Leadership Retreat Minutes; Outcomes	Educator Feedback; Learner Achievement	Presentation of Outcomes Presented at Back to School Professional Learning; Documentation of Communication to Parents and Learners	#6; #2

Expand Parent Learning Walks on Campus	Admin Team; Instructional Coaches working with the Director of Instructional Technology to schedule tours	Title I Funding; Local Funds; Schedule of Tour Dates	September 2016-May 2017	Schedule of Tours	Parent Survey for Feedback	Documented Tours; Topics, Logistics and Norms identified and established	#6
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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					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
Provide training support, and continued professional development for sensitivity and cultural awareness of all staff in responding to the diversity on our campus and in our community.	Admin Team; HR Department	Training Materials; Title I funding; professional learning books	August 2016-June 2017	Trainings Offered; Eduphoria Records; Schoology Records	Learner Achievement	STAAR Data; TELPAS Data; Benchmarking Data; Learner Input; Parent Input; Educator Input	
Training on scaffolding and differentiation aimed at culturally responsive teaching	Admin Team; Curriculum Department; Educators	Training Materials; Title I funding; professional learning books	August 2016-June 2017	Trainings Offered; Eduphoria Records; Schoology Records	Learner Achievement	STAAR Data; TELPAS Data; Benchmarking Data; Learner Input; Parent Input; Educator Input	#2, #3, #4, #8, #9, #10
Sheltered Instruction Training for all new CISD Educators	Admin Team; Director of Professional Learning; Director of	Training Materials; Title I Funding;	August 2016-June 2017	Educator Observations; Eduphoria Records;	Learner Achievement; Parent Surveys;	Lesson Plans; Walkthroughs; List of Trainings Offered	#2

	Enrichment Programs	local Funds		Walkthrough Data	Learner Surveys		
Educators will participate in GT Training	Executive Director of Teaching and Learning; Director of Professional Learning; Campus Admin Team	GT Educators; Local Funds; Schoology	August 2016-June 2017	Educator Observations; Lesson Plans; Walkthrough Data	Learner Achievement	Educator Evaluation Data	
Continue integration of the CISD Character Trait initiative through the Challenge Based Learning Lens	Educators; Admin Team; Counselors	Online Resources; Activity Planning; Title 1 Funds; Local Funds; Visuals for the Campus	August 2016-June 2017	Challenge Based Learning Units Developed; Lesson Plans	Fewer Discipline Referrals; Parent and Learner Surveys; Educator Survey	Discipline Data; Survey Data	
Celebrating diversity in our community	DLI Spanish Educator; Social Studies Department	Evening Events; Learner Products; Federal Funds for Community and Parent	September 2016 – May 2017	Evening Event Programs	Parent and Learner Surveys; Educator Survey	Discipline Data; Survey Data; Pictures from Events; Lesson Plans; Social Media	

		Involvement					
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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 #2:		Expand program offerings that reflect our diverse community of learners					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Implement intervention programs; and small intervention groups based on learner needs	Administrators; Counselors; Educators; Intervention Team	Additional Tutoring Staff; Title I Funding; State Compensatory Funding	August 2016- June 2017	Walkthroughs; Lesson Plans; Rtl Progress Monitoring	Failure Reports; Benchmark Data	Learner Achievement; STAAR Results	#10, #3
Continue to increase enrollment and course offerings in our blended learning community as well as support the needs of existing learning community	Administrators; Counselors; Blended educators; Blended learning specialist	Parent Meetings; Local Funding; Title I Funding; Blended learning Instructional Materials	August 2016- June 2017	Sign-In Sheets; Eduphoria Records	Failure Reports; Benchmark Data	Learner Achievement; Blended learning Program Assessment and Plan for Enrollment Expansion	#2, #3

Continue development of Terrific Tuesday and Friday School	Administrators; Counselors; Educators; Intervention Team	Addition Staff After School Day; Title I Funding; SCE Funding	September 2016-June 2017	Sign-in Sheets; Extra Duty Pay Forms	Failure Reports Benchmark Data	Campus Title I Budget; Extra Duty Pay forms; Educator Evaluations; Parent Input; Learner Input; Learner Achievement; Targeted Tutoring Plans	#2, #10
Continue implementation of a dual Language Immersion Program	Administrators; Counselors; Curriculum directors; Educators	Local Funds; Title III Funds	August 2016-June 2017	Lesson Plans; Walkthroughs	Parent, Educator, and Learner Surveys	Learner Achievement	#10, #2

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					
Strategies & Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Analyze learner data to assess need and inform campus leadership of needed next steps	Admin Team; Literacy Coach; Math Coach; Intervention Course Educators	Training, Local funds, Title I & III Funds, Director of Assessment	August 2016- June 2017	Scheduled Data Meetings; Data Analysis	Learner Achievement	Learner Achievement; Data Analysis	#2, #3, #8, #9
Continue to improve the use of formative assessment data to impact learning design and responsive teaching	Admin Team, Faculty, Intervention Team	Formative Assessment Training and Professional Learning Materials; Title I Funds; Local Funds	August 2016-June 2017	Walkthroughs; Observations; Lesson Plans	Learner Achievement; Six Week Failure Reports	Educator Evaluation Data, Assessment Data, Learner Achievement; Walkthroughs; Observations	#2, #8, #9
Organize design days for educators	Admin Team; Dept. Leaders; Intervention	Collaboration Space; Local Funding;	July 2016- June 2017	Scheduled Planning Days; UbD Lessons;	Learner Achievement	Learner Achievement; Educator Evaluation Data; Unit Plans; Exit	

to design UbD lessons with PLC teams	Team; District Curriculum Department	Title I Funding		PLC Meeting Minutes		Surveys/Tickets; Administrator and Educator Input	#2
Implement the PLC structure and culture with educators to establish a culture of collaboration in learning design driven by data	Admin Team; Educators; Dept. Leaders; Intervention Team; District Curriculum Department	Collaboration Space; Local Funding; Title I Funding; PLC Training Materials; Follow-up Training and Support for Educators	August 2016 – June 2017	Schedule; Collaborative Units Developed; Walkthroughs	Learner Achievement	Eduphoria Records; Educator Evaluation Data; Administrator and Educator Input	#4
Implement new Rtl protocols and new progress monitoring paperwork for At-risk learners	Executive Director of Curriculum and Instruction; Director of Mathematics; Director of Language and Literacy	New Rtl Protocols; New Progress Monitoring Paperwork for At-Risk	August 2016- November 2016	Training Module; Eduphoria Records; Meeting Minutes	Learner Achievement; Failure Reports; Rti Tier II and Tier III numbers as compared to the 2015-2016 school year	Sign-in Sheets from District and Campus Level Trainings; Rtl Data	#8, #9

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 #2:		Create a community-based accountability system for reporting learner growth					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by#)
Creation of digital portfolios for individual learners to house their future ready learning outcome exemplars	Admin Team, DLC, Blended Curator/Specialist, Instructional Coaches; Director of Instructional Technology	Digital Curation Tools; Leadership Team; DLC; Technology Platforms (iPads, computers, storage capacity)	August 2016- June 2017	Creation of Learner Digital Portfolios; Projects; Common System for Curation and Portfolios	Portfolios Reflecting Learner Work and Personal Choice	Learner Portfolios; System for Portfolios	#8, #9

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 #3:		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Establish a goal setting initiative through advisory groups	Educators, Counselors, Admin Team; Curriculum Department	System for Goal Setting; SMART Goal Training; Local Funding; Title I Funding	August 2016-June 2017	Learner Goals	Learner Ownership of Learning Goals	Expectations for Goal Setting; Learner Goals; Learner Achievement	#2, #9
Begin using restorative discipline techniques with learners	Educators, Counselors, Admin Team	Training on Restorative Discipline; Local Funding; Title I Funding	August 2016-June 2017	Discipline Referrals	Decrease in the number of Discipline Referrals	Discipline Data	#9
Great Expectations Training	Educators; Admin Team; Counselors; Intervention Team	Local Funds; SCE Funds; Title I funding	August 2016-June 2017	Walkthroughs; Observations; Classroom Environment	Classroom Creeds and Expectations; Discipline Referrals; Instructional Strategies;	Walkthroughs; Observations; Discipline Referral Data; Learner Achievement	#9, #2

					Lesson Plans; Critical Thinking		
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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 #4:		Develop a comprehensive professional learning plan to actualize the CISD Learning Framework					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Component (code by #)
Implement a system for learning walks	Administrators; Educators	Learning Rounds Books; Feedback Forms; Title I funds; UbD Lesson Design; Learning Framework	August 2016-June 2017	UbD Lessons; Feedback Forms	Walkthroughs; Observations	Educator Feedback on Effectiveness of Learning Walks; Learning Walks Schedules; Administrator Feedback	#4, #3
Implement the state's new evaluation system T-TESS instrument and individual educator goal setting	Administrators; Educators	T-TESS Walkthrough and Observation Documentation; Administrators in Classrooms doing Observations; Consistent Feedback to Educators and Administrators	September 2016-May 2017	Walkthroughs and Observations	Learner Achievement; Educator Growth	Walkthrough and Observation Documentation; Educator Evaluations; Learner Achievement	
RtI2 Training and development	Administrators; Educators; Intervention Team; CISD	Rti Team; title I funding; Professional Development	August 2016-June 2017	Lesson Plans; Tier II and Tier III Instructional Progress	Fewer Learners on Tier II and III as compared	Data on Learner Progress; Learner Achievement; Input from Intervention	#8, #9

for implementation	Intervention Services; Executive Director of Curriculum and Instruction; Director of Mathematics; Director of Language and Literacy	Planning; Supplies for Training		Monitoring and Intervention	to the 2015-2016 RtI Data	Team and Administrators	
CIP workshops to ensure plan implementation	Administrative Team; Leadership Team; Site-Based Decision Making Team; Executive Director of Curriculum and Instruction	Monthly Meetings and Electronic Correspondence; Training	September 2016-October 2016	Sign-in Sheets; Documentation of completion of CIP Action Steps; Documentation Binder	Learner Achievement	Monthly Meetings and Electronic correspondence; Documentation for CIP	

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 #5:		Reframe and prioritize state standards in a way that leads to profound learning					
Strategies & Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by#)
Utilize UbD and CBL lesson design to impact retention of new learning	Educators; PLC Teams; Admin Team	Professional Learning; Mentoring Days; Local Funding; Title I Funding	August 2016-June 2017	Walkthroughs; CBL Units; Lessons Plans	Learner Achievement	Walkthrough Data; Educator Evaluations; CBL Units; Lesson Plans	#2, #4
Continue to implement RtI process and roll out RtI2 process	Admin Team; Leadership Team; Intervention Team	RtI Process; Professional Development for RtI; Title I Funding; Local Funding	August 2016-June 2017	RtI Meeting Notes; AWARE Data; Progressing Monitoring Data; Lesson Plans	Learner Achievement	RtI Meeting Notes; AWARE Data; Progressing Monitoring Data; Lesson Plans; Eduphoria Records for Training Attended	#8, #9

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 #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)					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by#)
Increase opportunities for learners to connect with learners and professionals outside their school community.	Admin Team; Educators; DLC; Librarian; Director of Marketing and Business Partnerships	Coordination; Planning and Implementation of Connections	September 2016-June 2017	Lesson Plans; Unit Plans; Walkthroughs; Observations	Learner Achievement	Learner and Educator Input; Educator Evaluations; Lesson Plans; Walkthroughs; Unit Plans	

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 #7:		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
Design a technology program to create instructional proficiency and develop integration into our 21 st Century lesson design that allows for educator and learner input as well as parent education	Admin Team; DLC; Librarian; Director of Instructional Technology; Educators	Professional Learning; Staff Meetings; Online Training Modules; Digital Citizenship Training; Surveys; Title I Funding; Meeting Materials and Supplies; Instructional Materials	August 2016-June 2017	Lesson Plans; Digital citizenship of Learners	Decrease in infractions to the Digital Citizenship Expectations	Training Modules; Sign-in Sheets; PEIMS Discipline Data	#4, #6

CISD DISTRICT IMPROVEMENT PLAN 2016-2017
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 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 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 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 Advanced Academics 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 Advanced Academics and Campus Counselors	Counselor Documentation

Coordinated Heath – 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	C-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 program	Communication Plan for the District and Campuses; Newsletters, Websites.

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Secondary Schools will provide on-going staff training on relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's, 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. Middle school will also address awareness.	PEIMS Data, SRO's, 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, SRO's, 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, SRO's, 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. Disaggregate discipline data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent for Administration	Discipline Report
2. Provide professional learning opportunities to support campus character education indicatives (such as Great Expectations and Positive Behavioral Support Initiative).	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, 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	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	Assistant Superintendent for Administration	Discipline Report

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's 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
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	Counselors, Campus Administrators	Red Ribbon Week Plans; SRO Records

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	GT Faculty and Local Funds	Director of Advanced Academics	Written Professional Learning Plan

30 hours of GT training and annual 6 hour update).			
4. Develop a communication plan designed to systematize internal and external communication with all stakeholders.	GT Faculty & Local Funds	Director of Advanced Academics & Content Directors	Communication Plan

Highly Qualified Teachers and Paraprofessionals

Strategies	Resources	Staff Responsible	Evaluation
1. Provide testing information and guide teachers through the certification process as needed.	State Testing Website, Testing Schedule and Test Prep Guides	Executive Director of HR and Certification 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 st Century skills.	Title II Funds, Local Funds	Executive Director of HR, Direction 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

Post-Secondary 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 2016-2017
APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
1. Implement the use of Macro Curriculum documents in unit lesson design at the campus level	District curriculum documents	Director of Language and Literacy, Campus administration	Educator created UbD units
2. 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
3. Expand on the work of the Balanced Literacy Toolkit to create a revised/updated Balanced Literacy Handbook or Common Expectations	Language and Literacy Google Site	Director of Language and Literacy	Completed and updated information on Language and Literacy Google Site
4. 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
5. 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	Director of Language and Literacy, Campus Rtl teams	Eduphoria - Rtl Documentation
6. Develop a common expectations guide for vocabulary instruction	CISD Mathematics Vocabulary Schoology Course	Director of Language and Literacy, Director of Mathematics, Director	Completed vocabulary expectations document

		of Science, Director of Social Studies	
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Math

Strategies	Resources	Staff Responsible	Evaluation
1. Develop PK-12 Mathematics Macro Curriculum Plan including Program Mission, Transfer Goals, Essential Questions, and Enduring Understandings.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP)	Director of Mathematics	Macro Curriculum Documents
2. Support educators' implementation of learning design aligned with PK-12 mathematics Macro Curriculum.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan, Professional Learning Communities	Director of Mathematics; Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data
3. 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 (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan	Director of Mathematics	Macro Curriculum Documents, Transfer Tasks
4. Support educators' implementation of transfer tasks and analysis of resulting learner evidence of understanding and transfer of learning.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan, Professional Learning Communities	Director of Mathematics, Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data

5. Strengthen instructional practices in inquiry-based, authentic practices	Macro Curriculum Plan, NCTM Resources	Director of Mathematics, Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data
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Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction K-12 with an emphasis on physical, life, and earth sciences to mirror TEKS.	FOSS Kits, STC Kits, and Inquiry-Based Instruction Training; TEKS required 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
2. Train all 4th & 5 th grade science educators and new 6-12 science educators in Argument Driven Inquiry and academic vocabulary.	Professional Learning Communities, Professional Learning	Director of Science; Campus Administration	Eduphoria Records, Classroom Walkthrough Data, Learner Products, and Learning Design Units; STAAR data
3. Implement pre and post assessments 3-8 to assist educators in targeting areas of concern and to enrich where needed	Forethought; Pre and Post Assessments	Director of Science; Campus Administration	Pre and Post assessments; District
4. Implement district benchmark assessments at various grade levels	Assessments; AWARE	Director of Science	District Benchmark Data
5. Support K-9 science teachers in implementing the practices shared at the Dana Center Trainings (“I can” statements and embedded process and content standards)	Dana Center Training resources, TEKS, Curriculum Documents	Director of Science; Science K-5 Instructional Coaches	Curriculum Documents; Classroom Observations; Lesson Plans/Unit Design

Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Administer pre and post assessments aligned to the TEKS for every SS unit plan in grades 6-8	Funds for assessment development	Coordinator of Social Studies	Pre and Post Assessments
2. Monitor to ensure Scope and Sequences are being followed	TEKS	Coordinator of Social Studies; Campus Administration	Walkthroughs; Lesson Plans; Educator Evaluations
3. Target economically disadvantaged learners for performance improvement in social studies through reading in the content	Nonfiction leveled reading materials; Social Studies Splash Screens to promote enduring understandings of the content	Coordinator of Social Studies; Educators	STAAR Social Studies Data
4. Implement benchmark assessments at various grade levels	Assessments; AWARE	Coordinator of Social Studies	District Benchmark Data
5. Address fall in 8 th grade scores with additional training in UbD	Training opportunities for UbD	Director of Social Studies	STAAR data

CISD DISTRICT IMPROVEMENT PLAN 2016-2017
APPENDIX C: COMPONENTS OF A SCHOOL WIDE TITLE I PROGRAM

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
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"> i. Strengthen core academic programs ii. Increase amount and quality of learning time iii. Strategies for meeting educational needs of underserved populations 	
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 matrix.	

CISD DISTRICT IMPROVEMENT PLAN 2016-2017

ACRONYM INDEX

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

