



Coppel Independent School District  
East 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**

**Laura Springer – Principal  
Brandon McGill – Assistant Principal  
Steve Glover – Assistant Principal  
Pam Dempsey – Counselor  
Heather Aston – Librarian  
Laura Melson – Educator  
Lauren Danby – Educator  
Tanya Gottlich - Educator  
Raneta Ansley – Educator  
Amanda Cooper – Math Coach/Educator  
Robin Freeman – Literacy Coach/Educator  
DianaLyn Perkins – Educator  
Brianna Robben – Educator  
Jennifer Polk – Parent/Community Member  
Mark Echols – Business Member  
Norma Pye – Administrative Assistant  
Nancy Garvey– Liaison**

**Comprehensive Needs Assessment Summary  
2016-2017**

<b>Data Sources Reviewed:</b>			
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<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were identified strengths?	<b>Summary of Needs</b> What were identified needs?	<b>Priorities</b> What are the priorities for the district, including how federal and state program funds will be used?
<b>Demographics</b>	Strong diversity in culture; above average gifted and talented identification; enrollment in our school is outgrowing the facilities.	Cultural sensitivity training; Instructional Culturally Responsive Classroom Training to aide in ESL learners becoming proficient in English; build facilities to accommodate the growth in the learner population.	Provide additional resources for ESL learners to acquire the English language; train educators on RtI, 504, and ARD decision making; build or remodel facilities to accommodate growth in the learner population.
<b>Student Achievement</b>	Learners are scoring above the state average on all areas of STAAR; our Duke Tip learner recognitions are growing each year.	We need to close the achievement gap in reading, writing, science and social studies for ESL, Hispanic, special education learners, African American and economically disadvantaged learners; improve parent outreach and community	Improve instruction for learners classified as ESL, 504 or special education learners; write AIPs for all learners not progressing on TELPAS and for learners who fail reading and math at 8 <sup>th</sup> grade. Offer training on vocabulary development and additional writing training and support at all levels; integrate social studies and science into the literacy

		education regarding advanced academics.	area to reinforce those content areas and nonfiction text comprehension; increase resources for stage II and III of the UbD planning template; additional training in science vocabulary development; provide Argument Driven Inquiry training in science across all grade levels; implement new scope and sequence in social studies and provide nonfiction reading resources.
<b>School Culture and Climate</b>	Our safety audit indicated our school is safe. Digital literacy is being taught to every learner.	Surveys indicate that we have learners who have experienced bullying.	Parents will receive information and processes regarding bullying and the procedures to follow if their child is being bullied. Counselors will train staff on protocols in creating a proactive anti-bullying environment in the classroom, locker rooms, hallways, and cafeteria. Digital literacy will be taught and reinforced a minimum of 4 times during the year.
<b>Staff Quality/Professional Development</b>	100% of the staff in CISD is highly qualified.	Continue to seek highly qualified staff.	Provide training resources for our ESL educator and SPED educators. Train our educators to be responsive to diversity and the needs of all learners.
<b>Curriculum, Instruction, Assessment</b>	We have an RtI process in place; educators have autonomy in their planning;	We need a good universal screener in mathematics; we need progress monitoring	Align the curriculum horizontally and vertically; provide additional training using the Understanding by Design

	we have a strong literacy library; we have benchmark assessments in science, we have assessments in social studies to benchmark progress; digital literacy has been implemented.	resources in mathematics; there is a need to reinforce and teach digital literacy more than once a year. We need to work with our educators on planning and implementing rigorous instruction in all areas.	methodology of planning; follow the scope and sequences documents in all content areas.
<b>Family and Community Involvement</b>	Strong parental involvement	Educate parents on technology use in the school and in the area of literacy.	Provide resources and outreach to parents to educate them on literacy initiatives and technology usage in the schools.
<b>School Context and Organization</b>	Educators and administrators have data in which to drive decision-making.	Training is needed for educators on how to monitor ESL learners for special needs they may have; opportunities for individual and small group differentiated instruction is needed; training on planning and implementing rigorous instruction is needed.	Train everyone on how to monitor ESL learners for special needs they may have; provide opportunities for individualized/small group learning sessions; incorporate modifications/accommodations for curriculum activities; provide professional development in effective teaching strategies or best practices, and use data to implement strategies for appropriate activities.
<b>Technology</b>	East has one to one technology for our learners. The availability of technology for digital learning is provided.	Increase strength of the infrastructure to ensure all devices have access at all times to internet services.	Expand wifi capability and engage our parents in understanding their role with technology for our learners.

List the identified needs of the campus derived from data review

**Family and Community Involvement**

- Greater need for reciprocal communication
- Digital Literacy Parent Training and partnerships with technology support from home
- Expansion of Business Partnerships through our iExplore and STEM Programs

**Technology**

- Improvement of Technology Wireless System
- Digital Literacy Learner Training and Reinforcement
- Digital Literacy Parent Training and support

**Student Achievement**

- Need for Learners to Take Greater Ownership of Their Learning
- Training on How to Analyze Data and How to Use Data to Drive Instruction
- Training on Instructional Strategies as Related to Data
- Training on the Learning Framework Chapters (Design, Assessment, Curriculum, Environment)
- Training on Meeting the Needs of Special Education Learners
- Training on How to Make Decisions for Special Education Learners
- Greater Expertise on Responding to the Needs of Groups of Learners
- Digital Training for Newcomer Instruction
- Development of More Digital Learning Options to Accommodate Needs of Learners
- Implementation and Monitoring of Sheltered-Instruction Strategies
- Instructional Design Training

**Demographics**

- Cultural Sensitivity and awareness in Instructional Design



<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)					
<b>Performance Objective #1:</b>		Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences					
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I School wide Components (code by #)</b>
Expand partnerships with business partners to use in our iExplore and STEM programs	Director of Marketing, Campus Administration and Business Partnerships	None Needed	August 2016- June 2017	Expanded list of partners to use for our iExplore class and Stem classroom	Learner achievement in iExplore class	Feedback from learners/parents and educators	
Provide opportunities for parents/ community members to evaluate/ participate in project evaluations on campus.	Campus Administration, Educators	None Needed	August 2016- June 2017	Parent/ Community sign-in sheets	Growth of learners in the PBL process	Feedback from learners/parents and educators	

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)					
<b>Performance Objective #2:</b>		Increase volunteer and service opportunities for learners within the community					
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Establish systems for collaboration across campuses to promote expanding learners interest and exposure	Campus Administrators; Curriculum Department	Time for collaboration through scheduling or other means	Oct. 2016- March 2016	Lesson Plans	Learner surveys; educator input; administrative input	Highlights from collaborative opportunities	
Identify mentors willing to connect learners with knowledge of service opportunities available	Director of Marketing, Campus Leadership Team and Business Partnerships	Transportation to mentoring opportunities if needed	Spring 2017	Mentoring opportunities	Learner Achievement; Educator feedback	Learner Feedback; Mentor Feedback; Educator Feedback	
Expand service learning opportunities	Campus Administration; Educators;	Supplies for service if needed	Fall 2016 Spring 2017	Learner reflections	Service Learning completed	Decrease in discipline referrals; Character Traits exhibited	

through our clubs and organizations on campus.							
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<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)					
<b>Performance Objective #3:</b>		Expand opportunities for internships and job shadowing					
<b>Strategies and Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Implement Incubator Program	Educator; Campus Administration; Curriculum Department; Director of Marketing and Business Partnerships	Materials for Incubator Program; Partnerships; Volunteers	August 2016- June 2017	Course Syllabus; Lesson Plans and Curriculum	Learner feedback; Partner feedback; Educator feedback	Learner Innovations; Projects Presented; Course Coaches and Mentors	
Continue to use iExplore class to promote job opportunities and work knowledge through our community business representatives and resources	7 <sup>th</sup> grade iExplore Educators; Director of Marketing and Business Partnerships	District liason to our Business Community; Community Business Representatives	August 2016- June 2017	Lesson Plans and Curriculum	Learner feedback; Partner feedback; Educator feedback	Knowledge of our learners for future plans and options	

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)					
<b>Performance Objective #4:</b>		Partner with industry professionals to design and offer field-based learning experiences for educators					
<b>Strategies and Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Offer opportunities for new educators to observe other professionals	Campus Administration; Director of Professional Learning	Funds for observations	Fall 2016; Spring 2017	Substitute list; Record of New Educator Observations	Observation data	Educator feedback from new educators; Administrator feedback; Educator evaluations	#4, #7
Continue our partnership with IBM Coppell STEM Camp to promote girls participation in STEM programs	STEM Educators and Campus Administration	IBM provides	August 2016-June 2017	Amount of participation	Growth of Girls involved with STEM	Educator, Learner and Parent Feedback of program	
Investigate a robotics program for our learners	Campus Administration	Engineering parents	August 2016-June 2017	Amount of participation	Growth of the program	Educator, Learner and Parent Feedback of program	

<b>Strategic Objective/Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners					
<b>Performance Objective #1:</b>		Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships					
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Expand use of Schoology as a digital learning tool	Educators; DLC's; Administrators; Director of Instructional Technology; Curriculum Department	Time for digital curation and collaboration	July 2016-March 2017	New courses created	Learner Achievement	Learner and Educator feedback; Learner Achievement	
Investigate possibilities for scheduling in order to leverage current staff in a manner that promotes the growth experienced in our middle schools	Campus Admin.; District Leaders; Educators	Time and Money for subs	August 2016-June 2017	New Schedule	Reduce crowding	Admin and Educator Feedback	



<b>Strategic Objective/ Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners					
<b>Performance Objective #3:</b>		Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology					
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>



<b>Strategic Objective/Goal 3:</b>		We will foster proactive and reciprocal communication for learner success					
<b>Performance Objective #1:</b>		Create a system to communicate foundational and future-ready skills for each learner					
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Offer parent workshops to better understand data collected each year through testing	Director of Assessment; Curriculum Department; Campus Administration; Counselors	Time to conduct parent meetings and/or time to create virtual training	Sept. 2016-May 2017	Trainings offered; Sign in sheets	Parent feedback	Parent Satisfaction Survey; DEIC Input	
Expand parent learning walks.	Campus Administrators	Time to conduct learning walks	October 2016-March 2017	Calendars of learning walks offered	Parent feedback	Parent Satisfaction Survey; DEIC Input	#6
Implement a touring system designed by the district for East visitors	Curriculum Department; Campus Administrators	Materials for tour days	June 2016-August 2016	Scheduled tours; Touring system information on the CISD website	Counts of individuals participating in the tours	Feedback from campus administration; Feedback from parents and community; Feedback from groups toured	

<b>Strategic Objective/Goal 4:</b>		We will respect and leverage the diversity that exists in our community to provide a world class learning environment					
<b>Performance Objective #1:</b>		Increase educator proficiency to respond to our diverse community of learners					
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Train educators in planning culturally responsive instruction	Curriculum Dept.; Communication Dept.; Campus Administration; Educators	Training materials	August 2016- February 2017	Trainings offered; Eduphoria records; Schoology records	Learner Achievement	STAAR Data; TELPAS Data; District Benchmarking Data; Learner Input; Parent Input; Educator Input	
Provide opportunities for the showcase of cultures represented at East	Communication Dept.; Campus Administration; Educators	Materials for events	October 2016-March 2017	Campus calendars; Lesson plans; Pictures	Increase number of volunteers at campus	Lesson Plans; Calendars; Pictures	#6
Foster the development of culturally sensitive classroom programs to increase learner awareness of cultural differences among various student groups	Curriculum Dept.; Communication Dept.; Campus Administration; Educators	Materials; Training; Funds for Curriculum Writing; Dallas World Affairs Council	September 2016-June 2017	Educator observations; Lesson plans; Educator evaluations; Walkthrough data	Learner Achievement	Lesson Plans; Walkthroughs; List of trainings offered	#2, #3, #4, #8, #9, #10

Provide training for educators regarding their role in implementing IEP/IAP's and AIPs in making appropriate modifications and/or accommodations for learners in the general ed. classroom	Exec. Director of Intervention Services; Exec. Director of Curriculum & Instruction; Director of Intervention Services; Campus Administration	Training development	August 2016-September 2016	Lesson plans; Observations; ARD decision-Making; Accomodations recommended	Learner Achievement	Sign-in Sheets; Training Modules; Lesson plans	#9
Provide training in various formats for educators regarding their role in implementing differentiation strategies and making appropriate accommodations for advanced learners and ELL's in the general education classroom	Exec. Director of Intervention Services; Exec. Director of Curriculum & Instruction; Director of Advanced Academics; Campus Administration	Materials needed for training and implementation	August 2016-Dec. 2016	Eduphoria and Schoology Records; Lesson plans	Learner Achievement	Recruiting schedule and materials	#2, #3, #4

Work on continual growth of our advanced and GT learners by providing staff with training on high expectations for all with campus trainings and conferences	Director of Advanced Academics; Campus Administration	Trainings; Materials as needed	August 2016 – June 2017	Lesson Plans; Conference presentations	Learner Achievement	Sign-in Sheets; Lesson Plans	Comp-Ed Funding \$2000
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<b>Strategic Objective/Goal 4:</b>		We will respect and leverage the diversity that exists in our community to provide a world class learning environment					
<b>Performance Objective #2:</b>		Expand program offerings that reflect our diverse community of learners					
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Implement coding curriculum at the secondary level aligned with the computer science standards	Educators; Campus Administration; Curriculum Department	Materials for coding program; funds for any training needed; Title I	July 2016- June 2017	Lesson plans; Projects completed by learners	Learner Achievement	Learner Satisfaction Survey; Educator and Administrator feedback; Portfolio projects completed; Robotics results	#2
Continue to provide in-school support for interventions during the school day (Advisory Time)	Campus Admin.; Educators; Counselors	Curriculum resources; TEKS	August 2016 – June 2017	Lesson Plans	Failure Reports, RTI Data	Educator input; Learner Feedback; Parent Feedback	
Provide Friday Night Live Tutorial Program for	Campus Admin; Educators	TEKS	August 2016- June 2017	Tutorial Logs	Failure Reports, RTI Data	Educator Input; Learner Feedback; Parent Feedback	Comp. Ed. Funding \$6000

struggling learners to work with core teachers							
Provide tutorials for at-risk learners built into the day for those with transportation issues	Campus Admin.; Tutors; Math, ELAR, Science and Social Studies Instructional Coaches	Curriculum Support	August 2016- June 2017	Sign – in Sheets	Failure Reports; Benchmark Data	Educator Input; Learner Feedback	Comp. Ed. Funding \$3000
Provide a tutoring/ mentoring program for our NJHS learners to help our Mockingbird learners.	Campus Admin.; NJHS Sponsors	Timelines; Lesson Planning	August 2016- June 2017	Sign-in Sheets; Admin. Calendar	Relationship with our neighbor school; Learner Growth	Admin. Input; Educator Feedback; Learner Feedback	

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
<b>Performance Objective #1:</b>		Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design					
<b>Strategies &amp; Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Train educators on AWARE to view and utilize data through a growth mindset	Director of Assessment; Director of Professional Learning; Campus Administration	Time for training; Substitute Pay; AWARE; Carol Dweck's <u>Growth Mindset</u>	August 2016- October 2016	Eduphoria records	Learner Achievement; Rtl Tier numbers	Sign-in sheets; Reports generated for the Rtl process; Informal feedback from Administrators	#8, #9
Provide training to establish consistency with screeners and progress monitoring measures to use data effectively for student growth	Director of Assessment; Director of Professional Learning; Executive Director of Intervention Services; Campus Administration	Training materials and modules; DLC's; Instructional coaches	August 2016- October 2016	Eduphoria records	Learner Achievement; Rtl Tier numbers	Sign-in sheets; Rtl Data; Special Ed. Dept. feedback; Benchmark Data; Administrator and Educator feedback	#8, #9

Provide opportunities for peer to peer observations in order for educators to learn from other educators	Director of Professional Learning; Campus Administrators	Release time for educators to observe one another; Campus schedules allowing for observations	September 2016-March 2017	Substitute records; Educator reflections	Educator Evaluations	Campus Observation Schedules; Administrator feedback; Educator feedback	#4, #3
Train new educators on new Rtl protocols and Rtl paperwork	Executive Director of Intervention Services	New Rtl protocols; New progress monitoring paperwork At-risk	August 2016	Training module; Sign-in sheets/Eduphoria records	Rtl Tier II and Tier III numbers as compared to the 2015-2016 school year	Sign-in sheets from the district and at the campus level documenting training; Rtl data	#8, #9



<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
<b>Performance Objective #2:</b>		Create a community-based accountability system for reporting learner growth					
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (Code by#)</b>
Train educators on portfolio development to ensure learners develop quality portfolios	Curriculum Dept.; DLCs; Campus Administrators; Educators; Director of Instructional Technology	Google websites; DLCs; personnel for training; Schoology	October 2016; February 2017	Digital portfolios	Portfolio checklist	Sign-in sheets for training on how to develop learner portfolios; Learner Portfolios	#8, #9
Train our parents on using Schoology to keep them informed of the growth and learning of their child	Campus Administration; Digital Coach; Educator Leaders	Schoology	August 2016- June 2017	Digital Checklist; Parent Involvement	Learner Achievement	Sign-in sheets for training	

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
<b>Performance Objective #3:</b>		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)					
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Establish expectations for goal setting for K-12 learners	Curriculum Dept.; Campus Administration; Educators	System for goal setting	September 2016-June 2017	Learner Goals	Learner ownership of learning goals	Expectations for goal setting; Learner goals	
Allocate specific time to create, develop, and revisit learner goals for academic, social, and emotional growth	Campus Administration; Educators	Time for goal setting; Form(s) for goal setting	Weekly throughout the school year	Lesson plans; Learner goals	Learner goal attainment; Learner Achievement	Lesson Plans; Goals set by learners; District Benchmarks; Learner goals and reflections	#9
Implement a structured, balanced literacy model to assist learners in	Curriculum Dept.; Campus Administration; Educators	Director of ELAR; Literacy coaches; Online resources	August 2016-June 2017	Lesson Plans; Walkthroughs; Educator Observations	Learner Achievement; Rtl data	Lesson Plans; Goals set by learners; District Benchmarks; STAAR data	#2

setting goals for individual growth							
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<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
<b>Performance Objective #4:</b>		Develop a comprehensive professional learning plan to actualize the CISD Learning Framework					
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Component (code by #)</b>
Provide professional learning options that focus on the different chapters of the Learning Framework for educator growth	Curriculum Dept.; Campus Administrators; District Coaches	Learning Framework; Exemplars; Training Modules	August 2016-May 2017	Eduphoria records; PLC meeting agendas	Lesson Plans; Learner Achievement	Sign-in sheets; Educator goal setting and evaluation; Walkthroughs	#4, #2

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
<b>Performance Objective #5:</b>		Reframe and prioritize state standards in a way that leads to profound learning					
<b>Strategies &amp; Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by#)</b>
Promote learning standards that lead to learning at a transfer level for learners using TEKS, CTE, 21 <sup>st</sup> Century Literacy Skills, Globalization, NAEP goals	Curriculum Dept.; Campus Administration; Educators	TEKS; 21 <sup>st</sup> Century Skills; Prioritized Standards	July 2016-September 2016	Scope and sequence documents; Lesson plans	Learner Achievement; UbD lessons designed around transfer	Established standards; Curriculum documents aligned to high priority learning standards	#9, #2
Support the training of new and growing educators in designing learning to achieve transfer of content material to	Directors of Language and Literacy, Science, and Math; Coordinator of Social Studies; Campus Administration	Training Modules; Transfer standards for each content area	August 2016	Training Module; Sign-in sheets	Lesson plans of new educators showing understanding	Sign-in sheets; Training Module for UbD planning; Transfer tasks related to standards; Eduphoria sign-in sheets	#9, #4, #2

solve real-world problems							
Support PLC time during our content meetings to allow collaborative planning of instruction that engages our learners and promotes growth.	Campus Administration; Content Directors	Training Modules; Learning Framework	August 2016-June 2017	Sign-in Sheets	Lesson Plans and Planning Modules	Planning records and materials	
Support a focus on Differentiation; Instructional Coaching; Text Complexity within our campus to address the gaps and needs of each learner and educator as defined by our assessment data.	Campus Administration; Content Directors; Instructional Coaches	Training Modules; Learning Framework; Conferences	August 2016- June 2017	Faculty Meetings; Staff Development Days; Conferences	Lesson Plans and Learner Achievement	Planning records and materials	Comp. Ed. Funds \$1100

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
<b>Performance Objective #6:</b>		Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world)					
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by#)</b>
Design and support a technology rich learning environment that fosters digital literacy, collaboration, information literacy and technology integration as a tool for enriching the learning.	Campus Administration; Digital Coach; Educators	DLCs; Librarians; Educators	August 2016 – June 2017	Lesson plans; Digital citizenship of learners	Digital Growth of learners; Depth of Knowledge of Technology Integration	Training modules; Sign-in sheets;	

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
<b>Performance Objective #7:</b>		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service					
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Align digital citizenship K-12 and provide ongoing training on digital citizenship	Technology Dept.; Director of Instructional Technology; Campus Administration; Educators	Digital Citizenship Training Modules; DLCs; Librarians; Educators	August 2016	Lesson plans; Digital citizenship of learners	Decrease in infractions to the Digital Citizenship expectations	Training modules; Sign-in sheets; Student Code of Conduct receipts; PEIMS discipline data	#6, #4



## EAST CAMPUS IMPROVEMENT PLAN 2016-2017

### Appendix A: State and Federal Mandates

#### Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. 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. Implement and support Negotiate	Region 10	Campus Principals and Campus Counselors	Negotiate Session Dates, Negotiate Session Agendas, and Lessons
3. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
4. 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. East 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. East will address healthy relationship awareness and dating violence to make our learners aware of potential problems.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
3. East will use our advisory time to provide lessons that will 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

## Discipline Management – Safe Environments

Strategies	Resources	Staff Responsible	Evaluation
1. Provide professional learning opportunities to support campus character education indicatives (such as 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
2. 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
3. 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. Support the Red Ribbon Week for Drug Awareness 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. Implement and support an annual review process to measure the effectiveness of GT services on the campus.	GT Faculty and Content Directors	Director of Advanced Academics and Campus Administration	Annual Report
2. Implement and support a 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 and Campus Administration	Written Professional Learning 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; Certification Specialist and Campus Administration	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 Campus Administration	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals.
3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21 <sup>st</sup> Century skills.	Title II Funds, Local Funds	Executive Director of HR, Direction of Professional Learning, and Campus Administration	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. 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
2. AP and Pre-AP courses will be open enrollment.	Campus Budgets	Counselors	Number of Students Completing AP Course, Number of Students passing AP Exams
3. 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

4. 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
5. 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

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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



**EAST CAMPUS IMPROVEMENT PLAN 2016-2017**  
**APPENDIX B: CORE CONTENT INITIATIVES**

**English Language Arts & Reading**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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. 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
3. Develop a common expectations guide for vocabulary instruction	CISD Mathematics Vocabulary Schoology Course	Director of Language and Literacy, Director of Mathematics, Director of Science, Director of Social Studies	Completed vocabulary expectations document

**Math**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. 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; Campus Administration	Learning Design Units, Classroom Walkthrough Data
2. Support educators' implementation of transfer tasks and analysis of resulting learner evidence of	Understanding by Design resources, Standards (PK	Director of Mathematics, Mathematics	Learning Design Units, Classroom Walkthrough Data

understanding and transfer of learning.	Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan, Professional Learning Communities	Instructional Coaches; Campus Administration	
3. Strengthen instructional practices in inquiry-based, authentic practices	Macro Curriculum Plan, NCTM Resources	Director of Mathematics, Mathematics Instructional Coaches; Campus Administration	Learning Design Units, Classroom Walkthrough Data

## Science

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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 new 6-8 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 6-8 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 6-8 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; Campus Instructional Coach	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 and Campus Administration	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 and Campus Administration	District Benchmark Data
5. Address fall in 8 <sup>th</sup> grade scores with additional training in UbD	Training opportunities for UbD	Director of Social Studies and Campus Administration	STAAR data

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

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

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

## EAST CAMPUS IMPROVEMENT PLAN 2016-2017

### ACRONYM INDEX

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AEIS	Academic Excellence Indicator System	IT	Informational Technology
AP	Advanced Placement	iTeam	Integration Specialist Team
BEST	Business Education Success Team	LSSP	Licensed Specialist in School Psychology
BTIM	Beginning Teacher Induction and Mentors	OSS	Out of school suspension
BYOD	Bring Your Own Device	PBMAS	Performance Based Monitoring Assessment System
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	RtI	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
GT	Gifted and Talented	SRO	Security Resource Officer
HR	Human Resources	TAKS	Texas Assessment of Knowledge & Skills
IB	International Baccalaureate	TEA	Texas Education Agency
ICLE	International Center for Leadership in Education	TEC	Texas Education Code
IDEA	Individuals with Disabilities Act	TEKS	Texas Essential Knowledge & Skills
IAP	Individual Acceleration Plan	x2VOL	Data Warehouse for Service Learning
IEP	Individual Education Plan		
ISS	In School Suspension		

