



# **CAMPUS IMPROVEMENT PLAN**

## **2012- 2013**

### **COPPELL MIDDLE SCHOOL EAST**

**PRINCIPAL**

**LAURA SPRINGER**

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#### **CISD MISSION STATEMENT:**

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

# CISD CAMPUS IMPROVEMENT PLAN

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

**Performance Objective 1:** Align the written, taught and assessed curriculum.

- **Performance Objective 2:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess 21<sup>st</sup> Century skills.
- **Performance Objective 6:** Integrate 21<sup>st</sup> Century learning skills within the district.
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.

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

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.

**STRATEGIC OBJECTIVE/GOAL 3:** We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21<sup>st</sup> Century technology skills.
- **Performance Objective 2:** Develop a "green" IT strategy and promote "green" initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 3:** Enhance the communication system to provide district staff, parents, community members, and business partners with secure, effective and efficient communication via a reliable and dynamic infrastructure.

**CAMPUS SITE-BASED COMMITTEE  
2011 - 12 COMMITTEE MEMBERS**

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>TANYA GOTTLICH</b>	<b>TEACHER</b>
<b>GAY CHAPMAN</b>	<b>TEACHER</b>
<b>ROCHELLE COWAN</b>	<b>TEACHER</b>
<b>JIM BURROWS</b>	<b>TEACHER</b>
<b>HEATHER ASTON</b>	<b>TEACHER</b>
<b>BETH CARTER</b>	<b>PARENT</b>
<b>PAM DEMPSEY</b>	<b>COUNSELOR</b>
<b>AMY YAKUBOVSKY</b>	<b>TEACHER</b>
<b>NORMA PYE</b>	<b>ADMINISTRATIVE ASSISTANT</b>
<b>BRANDON MCGILL</b>	<b>ADMINISTRATION</b>
<b>LAURA SPRINGER</b>	<b>PRINCIPAL</b>
<b>KAY NEUSE</b>	<b>DISTRICT LIAISON</b>
<b>KEVIN DAVIS</b>	<b>BUSINESS/ COMMUNITY MEMBER</b>



# EAST NEEDS ASSESSMENT

List data utilized to identify the needs of your campus

East uses data from many sources to identify the needs of our campus. We use our performance series data on each of our students and identify those students that are performing below the satisfactory level. We use State testing data that we receive back on our students as individuals and groups. This data helps us identify any sub populations or special groups that need our attention and support. We use classroom data and meet as a campus team through our content times to look at data to determine students that need our extra support.

We use RTI identification data to pinpoint students that have not been successful in the past to ensure that we have a plan for their future success.

We also use ARD data and meetings to determine goals and provide support of our individual students with any special needs.

List the identified needs of your campus derived from data review

After carefully reviewing our data, there are areas that we have highlighted as a campus that need our support. We know that our LEP students really struggled with their state testing. They will need extra support in the areas of language acquisition and reading support.

Our special education students stood out to us as needing extra support in the areas of math and in reading. We also identified our African American students as needing additional support in math.

We know that we have students that are identified in our RTI data that will also drive our need to support them academically in all their core classes.

<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective:1</b>	Align the written, taught and assessed curriculum.							
<b>Summative Evaluation:</b>	Unit plans, Forethought lesson plans, Performance Series Data							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus observations and walk through and administrative discussions	Align all instructional practices such as Rtl, GT and EOC with the district Learning Framework.	All	Assistant Superintendent of Curriculum and Instruction, Campus Administration, and Curriculum Team	August 2012	July 2013	Performance Series and local funds	District achievement gap data, and campus-based data	

<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 2</b>	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Eduphoria records, on-line/paper evaluations, walkthroughs, evaluations of campus need assessments and TESA							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Quantitative data such as AEIS, STARR and EOC Summary Reports, and Local Assessments  Qualitative data such as surveys, team department, and instructional leader meetings, and walkthroughs	Provide initial/advanced training in assessment with the Learning Framework.	Curriculum Team, and Campus Administration	Director of Professional Learning, Curriculum Directors, Assistant Superintendent of Curriculum and Instruction and Campus Administration	August 2012	July 2013	Curriculum Framework, assessment management system, outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, AP/IB standards, Title II, III, local funds, IDEA funds, and D.A.T.E. grant	Eduphoria records, classroom walkthroughs, Rtl Tier 1 documentation, and campus needs assessment	
Qualitative data such as surveys, department meetings, instructional leader meetings, team leader meetings, and instructional snapshots	Continue using TESA (Teacher Expectation Student Achievement) and provide feedback time to implement strategies with our students.	All	Campus Administration, and TESA trained teaching staff	August 2012	June 2013	TESA Manual and training guide for using tried methods to improve instruction for the at-risk learner	Campus walkthroughs, and feedback documentation shared between staff members	

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<b>Performance Objective: 2</b>	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Eduphoria records, on-line/paper evaluations, walkthroughs, evaluations of campus need assessments and TESA							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Quantitative data such as AEIS, STAAR Summary Reports, Performance Series Data, and Classroom Teacher Input.	As a Title I Campus provide additional opportunities to supplement training and improve instruction for targeted populations in the areas of math and reading.	Staff, and Campus Administration	Title I Campus Administrators	August 2012	June 2013	Title I Funds, (\$3000)	Campus Needs Assessment and Documentation of Additional Staff Opportunities, and conferences	
Quantitative data such as AEIS, STAAR Summary Reports, Performance Series Data, and Classroom Teacher Input	Employ a “math coach” to work on building 21 <sup>st</sup> Century teaching strategies with our teachers to enhance math success for all students.	At-risk, special education, and Rtl students	Campus Administration, Math Coach, and Math Director	August 2012	June 2013	Curriculum Department, Intervention Services and District Funding	Campus Needs Assessment, and assessment data	
Quantitative data such as AEIS, STAAR Summary Reports, Performance Series Data, and Classroom teacher input	Provide additional training for documentation and instructional strategies for Response to Intervention (RTI).	Instructional Staff	Campus Administrators, and Staff	August 2012	June 2013	Curriculum Department, Intervention Services, Campus Administrators, and Counselors	PST meeting minutes, and campus staff development planning	



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<b>Performance Objective: 2</b>	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Eduphoria records, on-line/paper evaluations, walkthroughs, evaluations of campus need assessments and TESA							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus feedback and consensus	Continue our focus on reading and writing from the book "Focus" to enhance authentic literacy and 21 <sup>st</sup> Century Skills for all students. Working on teaching students to understand the importance of being able to read, write, and understand what is happening in their world with authentic news and gaining shared meaning.	Instructional Staff	Campus Administration, and teaching instructors on the staff	August 2012	June 2013	Campus Administration, and Title I funding for reading materials and support (\$1000)	Campus walk-throughs , lesson plans, and campus staff development	
Campus assessment data	Continue to use research based computer programs to enable our at-risk populations to understand key concepts and close achievement gaps.	At-risk	Teachers	August 2012	July 2013	Title I Funding (\$17,322), Compensatory Education Funding (\$ 2853), Apangea Math, Dimension University, Gizmo's, Engage PBL, and EdHelper Glogster	Assessment Data	

<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 2</b>	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Eduphoria records, on-line/paper evaluations, walkthroughs, evaluations of campus need assessments and TESA							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Quantitative data such as AEIS, TAKS Summary Reports, and Local Assessments.  Qualitative data such as surveys, department meetings, instructional leader meetings, team leader meetings, and classroom walkthroughs.	Provide initial/advanced training in: <ul style="list-style-type: none"> <li>Assessment for learning</li> <li>Grading practices</li> <li>PBL practices and guidelines</li> <li>Math instruction and gap training to meet needs of struggling learners</li> <li>LEP strategies to help with language acquisition and reading.</li> </ul>	Curriculum team, and campus administration team	Director of Staff Development, Curriculum Directors, and Assistant Superintendent of Curriculum, Instruction, and Assessment	August 2012	July 2013	Assessment management system, Outside consultants, in-district presenters, books, manuals, Region 10 workshops, TEKS, Title I (\$16, 274) and Title III	Eduphoria records, classroom walkthroughs, Rtl Tier 1 documentation, and campus needs assessment	
Campus AEIS report, and campus assessment data.	As a campus create and implement an Rtl transition plan that will provide support for all learners.	Campus administration team, counselors, and staff	Curriculum Department and Campus Administrators, and Campus Staff	June 2012	July 2013	Curriculum department, intervention services and local funds	Local and state assessments, and campus visits.	

<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 3</b>	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
<b>Summative Evaluation:</b>	Copies of documents used to communicate to parents, teachers, students and stakeholders							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus feedback	Provide targeted instruction for students to help them understand the various assessment measures, including providing technology to allow them to understand, track and take responsibility for their individual performance and progress through a Personal Success Plan.	All	Campus Administration, and Staff during Fish Time	August 2012	June 2013	Classroom visits, announcements, teachers, campus administration, counselors, and Fish Time with mentors	Campus newsletters, agendas, handouts, and portal	
Campus feedback	Host a "brown bag" lunch and an evening "dessert social" to inform and educate our parents in the assessment areas and our new academic initiative (PBL).	All	Campus Administration	August 2012	June 2013	Title Funding (\$500)	Survey Monkey with our attendees	

<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 4</b>	Expand district educational and business partnerships with the local and global community.							
<b>Summative Evaluation:</b>	Documentation of increased campus partnerships.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Community Feedback	Continue using businessmen and women as mentors for at-risk students.	At-risk students	Counselors, and Campus Administration	August 2012	June 2013	Business partnerships, and counselors	Feedback from mentor, and student for effectiveness	
Community and campus feedback	Recruit businesses and organizations to help meet the identified needs on our campus. Allow them to present in our classrooms to inspire our students to achieve and seek new pathways to success.	All	Counselors, and Principal	August 2012	June 2013	Administrators, and staff	Documentation of activities held with partners	
Parent Involvement	Host a food night at local restaurants and fast food establishments to support our school programs and the local business.	All	Campus Administration, and PTO	August 2012	June 2013	Business owners and partnerships	Documentation of activities held, and how many students were involved	

<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 5</b>	Implement a system or systems to assess 21 <sup>st</sup> Century Skills.							
<b>Summative Evaluation:</b>	Documentation of assessment results							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD Strategic Plan 2009	Inform stakeholders on the use of campus-based learning outcomes to develop 21 <sup>st</sup> century skills.	All	Campus Administration and campus liaisons, and curriculum directors	August 2012	June 2013	Partners for 21 <sup>st</sup> Century Learning, Buck Institute for Education, Curriculum Directors, and Campus Administration	Meeting agendas, dates and minutes	
CISD Strategic Plan 2009	Proceed with the adoption and train the staff on campus-based learning outcomes.	All	Executive Director of Leading and Learning, Campus Liaisons, and Campus Administration	August 2012	June 2013	Partners for 21 <sup>st</sup> Century Learning, Buck Institute for Education, Curriculum Directors, and Campus Administration	List of Assessed Campus Based Learning Outcomes	
CISD Strategic Plan 2009	Create, refine and utilize campus-based learning outcomes rubrics.	All	Assistant Superintendent of Curriculum and Instruction, Executive Director of Leading and Learning and campus administration	August 2012	June 2013	Partners for 21 <sup>st</sup> Century Learning, Buck Institute for Education, Curriculum Directors, and Campus Administration	Learning Outcome Rubrics	

<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 6</b>	Integrate 21 <sup>st</sup> century learning skills within the district.							
<b>Summative Evaluation:</b>	Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus Feedback	Conduct campus staff development on PBL instruction to be incorporated into the classroom.	All Instructional Staff	Director of Leading and Learning, PBL Coaches, Campus Liaisons and Campus administration	August 2012	June 2013	Administrators, teachers, and videos	District and campus staff development plans, Walkthroughs, and teacher appraisals	
Community and Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration during Content Time with I-Team leader.	All	Campus Principal, I-team specialist, and 21 Club members	August 2012	June 2013	Principals, teachers, and I-team leader	Observation of innovative classroom structures	
Campus Feedback	Update classroom walk-through form to align with the Learning Framework.	All	Assistant Superintendent of Curriculum and Instruction, and Campus Administration	August 2012	June 2013	Identified 21 <sup>st</sup> Century Fluency Skills, List of Campus Based Learning Outcomes, Curriculum Directors, and Campus Administrators	Updated walkthrough form	

<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 7</b>	Increase connections between real world experiences and authentic classroom instruction.							
<b>Summative Evaluation:</b>	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus Feedback	Continue to fund and require ongoing staff development targeted to <ul style="list-style-type: none"> <li>• Real world application</li> <li>• Service Learning</li> <li>• Differentiation inside/outside the classroom</li> <li>• Project-based, problem-based teaching/learning</li> <li>• Inquiry based instruction</li> <li>• Instructional technology</li> <li>• Concept based instruction</li> <li>• Tier I instruction and Best Practices</li> <li>• Authentic assessment.</li> </ul>	All	Campus administration, I-Team specialist, and Department Heads	June 2012	July 2013	Director of staff development, campus administrators, teachers, Comp. Ed. Funding (\$2200), and Title Funding (\$2000)	Staff development offerings in Eduphoria, and off campus	

<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 7</b>	Increase connections between real world experiences and authentic classroom instruction.							
<b>Summative Evaluation:</b>	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD Strategic Plan 2009	Support the training of our teachers in the instructional designs defined in the Learning Framework.	All	Assistant Superintendent of Curriculum and Instruction, and Campus Administration	Aug 2012	June 2013	Curriculum Model, Director of Professional Learning, Curriculum Directors, and Campus Administrators	Eduphoria records, classroom walkthroughs, and campus needs assessment	
CISD Strategic Plan 2009, and CISD Middle School Strategic Plan 2010	Continue using a campus flex schedule allowing for time within the instructional day for students to explore and reflect on various and engaging learning experiences.	All	Campus Administrators	June 2012	August 2013	Curriculum department, model schedules	Campus schedules 2011-2012, and student reflections	
CISD Strategic Plan 2009	Incorporate opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, and online courses.	All	Campus Administration and I-Team Specialist	August 2012	June 2013	I Team, teachers, Title II, IDEA, and local funds	Lesson plans, and Campus Improvement Plans	
CISD Strategic Plan 2009	Provide varied learning experiences focusing on student choice using a variety of teaching methods such as PBL, blended learning, and differentiated instruction.	All	Campus Administration, Department Heads, and Staff	Aug 2012	June 2013	Director of Staff Development, PD360, Curriculum Directors and Campus Administration, Local Funds and Immigrant Funding	Course offerings, and teacher lesson plans	



<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 7</b>	Increase connections between real world experiences and authentic classroom instruction.							
<b>Summative Evaluation:</b>	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD Strategic Plan 2009	Train teachers in a variety of learning pathways that give more options for student choice in academic experiences.	All	Campus Administration, Department Heads, and Staff	Aug 2012	June 2013	Director of Staff Development, Curriculum Directors, Campus Admin, and Local Funding	Eduphoria records, classroom walkthroughs, and campus needs assessment	

<b>Strategic Objective/Goal: 1</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective: 8</b>	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
<b>Summative Evaluation:</b>	PBMAS, student enrollment, student certification, CTE program evaluations, and New Vision Implementation Matrix.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
New Vision Implementation Matrix Pre Analysis, and Campus comprehensive needs assessment	Implement an instructional transformation plan for our campus including Constructivist Leadership as an integral piece.	All	Campus Administrators and teachers, and curriculum directors	August 2012	June 2013	Curriculum Department, Visioning Institute Document, and Campus Administrators	New Vision Implementation Matrix Post Analysis	
AEIS Report	Reduce the achievement gap through culturally responsive teaching and pedagogy.	All	Curriculum Department, Campus Administrators, and teachers.	August 2012	June 2013	Curriculum Framework, and Research-based best practice resources by authors such as Gilman Whiting, Bonnie Davis and Eleanor Rodrigues	District achievement gap data, campus-based data and unit plans	
Student placement into CTE Programs of Study, and Middle School Strategic Plan	Continue to test 8 <sup>th</sup> graders in college and career readiness skills using ACT Explore Test.	All	CTE Coordinator, Campus Administration, and Counselors	August 2012	June 2013	Counselors	Student surveys and four year plans	
New Vision Implementation Matrix Pre Analysis, CISD 2010-2011 graduation data and comprehensive needs assessment	Utilize the field guide rubric of the Visioning Document and identify and transform areas of weakness on our campus that fall below level 4 of the rubric.	All	Campus administrators, and curriculum team.	August 2012	June 2013	Curriculum Department, Visioning Institute Document, and Campus Administration	New Vision Implementation Matrix Post Analysis	

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<b>Performance Objective: 8</b>	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
<b>Summative Evaluation:</b>	PBMAS, student enrollment, student certification, CTE program evaluations, and New Vision Implementation Matrix.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD 2010-2011 graduation data and comprehensive needs assessment	Provide a college week on campus where staff helps our counselors promote attending college and its merit with various activities.	All	Campus Administration, Teachers, and Counselors	August 2012	June 2013	Counselors, Campus Administration, and Teachers	Student surveys	
CHS Transcripts	Maintain co-teach sections to ensure student success and stay on the path to the recommended high school plan.	SpEd	Director of Secondary SpEd, Campus Administration, Counselors	August 2012	June 2013	General and Special, Education Staff and SpEd, local, and federal funding	PBMAS indicators, Master Schedule, Academic Achievement Records (AAR), and ARD Documents	
Campus feedback	Continue to implement a Friday Night Live program to help students pass their classes and stay on course for academic success.	All	Campus Administration, and Teachers	August 2012	June 2013	Compensatory Ed. Funding (\$5400.), and Local campus funding	Campus survey	

<b>Strategic Objective/Goal: 2</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective: 1</b>	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
<b>Summative Evaluation:</b>	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc, on demonstration of character traits by CISD students							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus input	Promote our “Fish Friday” concept as we use a mixture of all grade levels to promote the character traits, fish philosophy and SSR weekly at East.	All	Campus Administration, and all faculty	August 2012	June 2013	Company Committee, Counselor, and Team Leads	Campus Culture, and character growth	
Campus input	Continue the Aim for Success program to teach abstinence based education.	7 <sup>th</sup> and 8 <sup>th</sup> grade students	PTO, Campus Administration, and Counselors	August 2012	June 2013	PTO Program Committee, and Counselors	Aim for Success survey	
Campus input	Provide certificates of achievement for students each six weeks to recognize growth both in academics and character.	All	Counselors, Campus Administration, and Teachers	August 2012	June 2013	Local Funding, and campus administration	Campus Culture, and Growth of students	

<b>Strategic Objective/Goal: 2</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective: 1</b>	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
<b>Summative Evaluation:</b>	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc, on demonstration of character traits by CISD students							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus Input	Provide a Pace Setter Breakfast for student recognition. PACE (Pride, Attendance, Citizenship, and Effort).	All	Campus Administration, Counselors, and Staff	August 2012	June 2013	Local funding, Counselor, and teacher input	Survey results	
CISD Strategic Plan 2009	Embed the character traits rubric into the campus-based learning outcomes.	All	Campus Administration, Counselors, and Staff	Aug 2012	June 2013	Character Traits Rubric	List of Campus Based Learning Outcomes	

<b>Strategic Objective/Goal: 3</b>	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
<b>Performance Objective: 1</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
<b>Summative Evaluation:</b>	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Middle School Strategic Plan	Provide the tools and train all staff on providing technology driven instruction.	All	Integrated Technology Specialist on Campus, Campus Administration, and Dept. Heads	August 2012	June 2013	Integration Specialists, Trainers, facilitators, Eduphoria Workshop, local funds, and Title 1 Funds (\$3200)	Eduphoria Transcripts, District and Campus visits	
Middle School Strategic Plan	Send staff to trainings on 21 <sup>st</sup> Century Learning and College Readiness.	Content Area	Campus Administration	August 2012	June 2013	Local funds, and Integration specialists	Campus evaluations and presentations to staff after training.	
Middle School Strategic Plan	Train staff on diversity issues and Differentiation Issues with targeted conferences on 21 <sup>st</sup> Century Skills.	All	Campus Administration	August 2012	June 2013	Local funding	Staff presentations and campus evaluations	

<b>Strategic Objective/Goal: 3</b>	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
<b>Performance Objective: 1</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
<b>Summative Evaluation:</b>	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Middle School Strategic Plan	Focus and train our staff on 21 <sup>st</sup> Century Assessments, PBL assignments, Authentic Literacy, and Rigorous Questioning Techniques.	All	Campus Administration, Content Directors, and Leadership Team	August 2012	June 2013	Local funding, and ASCD videos and books.	Staff appraisals, and walk throughs	
Meetings with Director of Staff Development, Integration Specialists, and campus personnel.	Define and train teachers on the use of Web 2.0 communication tools, such as wikis, blogs, glogster, etc.	All	I-Team, and Campus Administration	July 2012	June 2013	Director of Staff Development, Integration Specialists, various online resources, and local funds	Developed training materials, and Eduphoria training sessions	

<b>Strategic Objective/Goal: 3</b>	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
<b>Performance Objective: 2</b>	Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.							
<b>Summative Evaluation:</b>	District energy report, implementation of District-wide recycling program, and developed “green” initiatives and programs at all campuses.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
District Energy and Green Strategy	Continue supporting a technology “green week” to conserve on paper and resources within the campus level.	All	Campus Administration, and IT Specialist	August 2012	June 2013	Integrated Technology Specialist	Staff Survey, and Conservation report	
Meetings with department and/or campus	Assess the level of paper consumption on the campus: <ul style="list-style-type: none"> <li>• Compile a monthly paper usage by department/teacher</li> <li>• Analyze, develop and recommend improvements based on data collection.</li> </ul>	All	Campus Administration, and Administrative Assistant	August 2012	June 2013	Technology integration specialists, Principals, and administrative assistants	Compiled research data and reports, and reduction in the amount of paper that is used on campus.	



<b>Strategic Objective/Goal: 3</b>	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
<b>Performance Objective: 3</b>	Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.							
<b>Summative Evaluation:</b>	Research documentation, District/Campus websites, Staff/Parent portal resources and content							
<b>Needs Assessment</b>	<b>Action steps</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Meetings with Integration Specialists and campus personnel, and Survey surrounding districts	Research various implementation methods to promote the development of emerging delivery systems technologies such as podcasting.	All	Executive Director of Technology	August 2011	June 2012	Technology Integration Specialists, and campus personnel	Meeting notes from I-Team meetings, feedback from campus personnel, and collected information from surrounding school districts	
Meetings with parents, and PTO	Utilize a weekly communication letter to parents from the principal to inform them of all the day to day happenings on campus.	All	Campus Principal	August 2012	June 2013	Technology Integration Specialists, and campus personnel	Parental Survey on Communication techniques	

## CISD DISTRICT IMPROVEMENT PLAN 2012-2013

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

### Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus counselors will be trained as trainers of trainers in the Dallas Children's Advocacy Center's training on Recognizing and Reporting Child Abuse.	Region 10	Executive Director of Leading and Learning and Campus Counselors	Training sign-in sheets, Training Agendas, and Training Survey Reports
2. All campus staff members will be trained in the Dallas Children's Advocacy Center's protocol on Recognizing and Reporting Child Abuse.	Region 10	Executive Director of Leading and Learning and Campus Counselors	Training sign-in sheets, Training agendas and Training Survey Reports
3. All school staff members will follow the CISD Child Abuse Reporting Protocol.	Region 10	Executive Director of Leading and Learning and Campus Counselors	Counselor Documentation

### Coordinated Health - SHAC Council

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

## Dating Violence Awareness

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

## Discipline Management – Safe Environments

Strategies	Resources	Staff Responsible	Evaluation
1. Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent of Administration	Discipline report
2. Provide professional learning opportunities on Positive Behavioral Support cohorts.	Incident codes per campus, positive behavior support plan template, campus staff, Specialist/LSSP Region 10 (School wide PBS), and SpEd local 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 administration, Directors of SpEd, Region 10, Intervention Specialist/LSSP and SpEd local and federal funds	Campus Administration and Executive Director of Intervention Services	Eduphoria records, input from administrative staff, and input from teachers
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Incident codes per campus, positive behavior support plan template, campus staff,	Assistant Superintendent of Administration	Discipline Report
5. Students that are highly at risk of dropping out of school will be recommended for enrollment in Turning Point.	Compensatory Funds	High School Counselors and High School Principals	Monthly reports monitoring the attendance and status of students attending Turning Point.

## Drug Prevention

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

## Gifted and Talented Program

Strategies	Resources	Staff Responsible	Evaluation
1. Revise GT Scope and Sequence of Skills.	GT Faculty	Director of Advanced Academics	Copy of Revised Scope and Sequence
2. Develop GT program assessments reflecting of the learning goals and scope and sequence of curriculum.	GT Faculty and Content Directors	Director of Advanced Academics and Content Directors	Copies of used or in process of development
3. Incorporate the use of the Texas Performance Standards Projects in the secondary GT program.	GT Faculty and local funds	Director of Advanced Academics	Curriculum Documents and Student Projects
4. Work with teacher teams to refine new middle school curriculum for core GT classes in grades 6-8.	GT Faculty and local funds	Director of Advanced Academics and Content Directors	Curriculum Documents
5. Develop additional information about GT program options on the GT website to improve communication.	GT Faculty	Director of Advanced Academics	Web pages available to communicate options

## Highly Qualified Teachers and Paraprofessionals

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

## Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students.	High School budgets	High School Counselors	Graduation Plans, Acceptance letters to post-secondary institutions
2. All 9 – 12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	High School budgets	High School Counselors	List of assigned user accounts
3. All 9-12 grade students will have access to Naviance to manage the college application process.	High School budgets	High School Counselors	Acceptance letter to post-secondary institutions

<b>Strategies: Post-Secondary Preparedness Continues</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
4. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School budgets	Counselors	Career pathway graduation plans
5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School budgets	High School Principal	Participants attending the meetings, 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	Participants attending, surveys
7. College Recruiters will be given a venue to meet with students throughout the school year.	High School budgets	High School Counselors	Schedule of recruiter visits
8. AP and PreAP 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 Administrative Team	Student surveys and four year plans
12. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrative Team	Student surveys and graduation tracker data
13. Align college readiness assessments and design intervention framework to ensure college readiness for all.	Advanced Academic and Campus Budgets	Curriculum department, Principals and teachers.	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

## Appendix B: Components of East's School Wide Title I Plan

<b>Components of a Schoolwide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
Comprehensive Needs Assessment	<p>Includes a variety of data gathered from multiple sources.</p> <p>Examines student, teacher, school and community strengths and needs.</p>	<p>East uses multiple sources for data gathering to complete the CIP Plan. We use performance series data, STAAR Data, Teacher Input, and RTI Data. We also enlist the thoughts of the student and family in helping to understand the learning issues.</p>
Schoolwide reform strategies	<p>Opportunities for all children to meet the State's proficient and advanced levels of student academic achievement</p> <p>Use effective methods and instructional strategies that are based on scientifically based research:</p> <ul style="list-style-type: none"> <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>	<p>East uses research based 21<sup>st</sup> Century strategies to reach all learners in the building. We have identified that we have sub populations of our students that are not performing satisfactorily in math and reading. We use Apangea math and Tabula Digita as math tools through our Title budget to aide instruction and close learning gaps.</p> <p>We will employ at-risk tutoring for our students in groups to aide in the development of skills and concept learning for math and reading.</p> <p>We also use Gizmo's which are a science and math based hands on/visual representation of concepts to aid in the development of skills.</p> <p>We will bring in PBL as an alternative assessment tool to enhance engagement for our at-risk students.</p>
Instruction by Highly Qualified Professional Staff	<p>Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers.</p> <p>All teachers are assigned to the areas in which they are certified to teach.</p>	<p>All East teachers are highly qualified in the areas they teach.</p>

<b>Components of a Schoolwide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
Highly-qualified and Ongoing Professional Development	<p>All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the schoolwide program.</p> <p>All staff receives ongoing and sustained professional development that is aligned with the goals of the new vision plan.</p>	<p>Each staff member at East is trained in best practices for instruction. We use research based instructional strategies and differentiate the learning for all of our students.</p> <p>We use outside consultants and professional development to meet our vision plan for our campus. Our staff is being trained in PBL strategies and implementation techniques to engage and challenge all of our learners to meet our learning outcomes for East.</p>
Strategies to Attract Highly Qualified Staff	The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.	At East, we use all highly qualified teachers and I put my best teachers working with our students that need them the most.
Strategies to Increase Parental Involvement	<p>Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a broad spectrum of school decisions.</p>	<p>We use our parents on our site-based decision making committee to help aid in the development of our school vision.</p> <p>We have parent meetings and bring in experts to help us understand how to help our students in the areas of academic achievement, social skill development, and college and career readiness skills.</p> <p>We ask parents to be a part of our panels for PBL and other school panels to provide us with feedback to better reach and prepare their children for success.</p>
Preschool Transition Strategies	<p>Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.)</p> <p>Specific strategies for helping students' transition into the elementary setting have been identified and implemented.</p>	N/A

<b>Components of a Schoolwide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	<p>The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.</p> <p>Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards.</p> <p>Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.</p>	<p>East has developed a fantastic program for tracking our at-risk students and making sure we are using the appropriate data to make decisions for their educational success. We use the team approach and get all the teachers involved in a success plan with the parents and students input.</p> <p>We do not wait for a student to fail. We furnish support before the student is allowed to fail.</p>
Coordination and Integration of Federal, State and Local Programs and Resources	<p>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.</p>	<p>We use our needs assessment to allocate our funds to make sure we are supporting our vision of the campus and our student's needs.</p>
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	<p>Classroom teachers developed the assessment matrix.</p>	<p>We use the constructivist leadership model at East and have reciprocal decision making taking place. We all have a voice in the school and work together to make East the best possible education for all of our students.</p>