



CAMPUS IMPROVEMENT PLAN

2013- 2014

COPPELL MIDDLE SCHOOL EAST

PRINCIPAL

LAURA SPRINGER

CISD MISSION STATEMENT:

The mission of the Coppell 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 Future-Ready skills.
- **Performance Objective 6:** Integrate Future-Ready 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, and 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 Future-Ready technology skills.
- **Performance Objective 2:** Develop a "green" IT strategy and promote "green" initiatives to reduce energy costs and appropriately manage electronic waste.

**CAMPUS SITE-BASED COMMITTEE
2013 - 14 COMMITTEE MEMBERS**

NAME OF PARTICIPANT	COMMITTEE ROLE
KAT JULIAN	TEACHER
AMANDA COOPER	TEACHER
CHRIS GOLLNER	TEACHER
TYLER HORNER	TEACHER
HEATHER ASTON	LIBRARIAN
SHARON DODGEN	PARENT
PAM DEMPSEY	COUNSELOR
AMY YAKUBOVSKY	TEACHER
BRANDON MCGILL	ADMINISTRATION
LAURA SPRINGER	PRINCIPAL
KRISTEN BROWN	DISTRICT LIAISON
MARK ECHOLS	BUSINESS/ COMMUNITY MEMBER



EAST NEEDS ASSESSMENT

List data utilized to identify the needs of your campus:

- Visioning Document
- Learning Framework
- Special Programs Input (Special Education, RTI, ESL, Structured Learning)
- Local and State Assessments – Performance Assessments
- Leadership Meetings and Campus Data Meetings
- Student Satisfaction Surveys
- Educator Feedback Surveys

List the identified needs of your campus derived from data review:

After carefully reviewing our data, we have highlighted the following areas on our campus that need our support:

1. Our LEP students continue to struggle on their state testing. Our students will need extra support on their grammar usage and their writing. They will also need extra support in the areas of language acquisition and reading comprehension. Our campus as a whole will need to support our ESL students in all curriculum areas.
2. Our African American students need additional support in math, reading and science.
3. A common trend for the last two years has been our 6th graders performing poorly on our STAAR math assessment. We have realized that they are coming to us lagging in their concept knowledge and we are working to close those gaps. Math is an area that needs our attention.
4. Because our at-risk population is growing, we will continue to search for instructional tools that will ensure success for all students. As a campus, we are focusing on getting our at-risk students future ready through our Title I funds.
5. The RtI process continues to be a huge part of ensuring success for all learners, and it highlights the need for ongoing, data-informed training for our staff to meet our students' needs.
6. We also need to improve communication with all of our stakeholders and continue raising the bar in our classrooms to transform our learning.

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.							
Summative Evaluation:	Unit plans, Forethought lesson plans, MAP Series Data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus observations and walk through and administrative discussions	Transform classroom instruction & educator beliefs through the alignment of all instructional & assessment practices such as SPED, LEP, Rtl, GT and EOC with the district Learning Framework.	All	Assistant Superintendent of Curriculum and Instruction, campus administration, and curriculum directors	August 2013	July 2014	MAP testing and local funds	District achievement gap data, and campus-based data	
Student Satisfaction Survey, Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Provide all stakeholders a general overview of the revised CISD Learning Framework.	All	Assistant Superintendent of Curriculum and Instruction, campus administrators, and curriculum directors	August 2013	July 2014	Research-based best practice resources (Jensen, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc.), and local funds	Classroom Walkthrough Data, Rubric Data, Learning Design Units, and 2013 Parent Survey	
Classroom Walkthrough Data, CISD Learning Framework and Visioning Document	Continue Constructivist Conversations and learning opportunities in our classrooms.	All	Assistant Superintendent of Curriculum and Instruction, campus administration and curriculum directors	August 2013	July 2014	CISD Learning Framework and Visioning Document	Student and parent satisfaction surveys, testing data, and curriculum department feedback	

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: 2	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria records, on-line/paper evaluations, walkthroughs, evaluations of campus need assessments and TESA							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
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	Continue to provide training in formative assessment with the revised CISD Learning Framework.	Curriculum team, and campus administration	Assistant Supt. of Curriculum and Instruction, Director of Professional Learning, curriculum directors, and campus administration	August 2013	July 2014	Curriculum framework, assessment management system, outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, Title II, III, local funds, IDEA funds.	Eduphoria records, classroom walk-throughs, Rtl tier 1 data, 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 instructional strategies with our students.	All	Campus administration, and TESA trained teaching staff	August 2013	June 2014	TESA Manual and training guide for using tried methods to improve instruction for all learners.	Campus walk-throughs, and feedback documentation shared between staff members	

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Summative Evaluation:	Eduphoria records, on-line/paper evaluations, walkthroughs, evaluations of campus need assessments and TESA							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
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 2013	June 2014	Title I Funds, (\$3,800)	Campus needs assessment and data for additional staff options, and conferences	
Quantitative data such as AEIS, STAAR Summary Reports, Performance Series Data, and Classroom Teacher Input	Continue growth of our “math coach” to work on building Future-Ready 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 2013	June 2014	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 staff to enhance instructional strategies for Response to Intervention (RTI).	Instructional Staff	Campus administrators, and staff	August 2013	June 2014	Curriculum Department, Intervention Services, Campus Administrators, and Counselors	PST meeting minutes, and campus staff develop planning.	

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Summative Evaluation:	Eduphoria records, on-line/paper evaluations, walkthroughs, evaluations of campus need assessments and TESA							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback and consensus	Continue our focus on reading and writing through our article of the week program through advisory. 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 2013	June 2014	Campus Administration, and Title I funding for reading materials and support (\$1,000)	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 2013	July 2014	Title I Funding (\$17,322), Compensatory Education Funding Apangea Math, Dimension University, Gizmo's, and EdHelper Glogster	Assessment Data	

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Summative Evaluation:	Eduphoria records, on-line/paper evaluations, walkthroughs, evaluations of campus need assessments and TESA							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
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"> Formative Assessment Authentic Feedback for Grading practices PBL practices and guidelines Math instruction and gap training to meet needs of struggling learners LEP strategies to help with language acquisition, reading, writing and grammar. Introduce “The Paperless Classroom” as a pilot in some of our ELAR and SS classes. 	Curriculum team, and campus administration team	Director of Professional Learning, Curriculum Directors, Assistant Supt. of Curriculum and Instruction, and East staff and administration	August 2013	July 2014	Assessment management system, outside consultants, in-district presenters, books, manuals, Region 10 workshops, TEKS, Title I (\$16, 274) and Title III	Eduphoria records, classroom walk-throughs, Rtl Tier 1 data, and campus needs assessment	

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Performance Objective: 2	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria records, on-line/paper evaluations, walkthroughs, evaluations of campus need assessments and TESA							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus AEIS report, and campus assessment data.	As a campus continue to 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 2013	July 2014	Curriculum department, intervention services and local funds	Local and state assessment data, and campus visits	
AEIS Data, Local Assessment Data, Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Build the capacity of educators in sheltered instruction practices.	All	Assistant Supt. of Curriculum and Instruction, curriculum directors, and campus administrators	August 2013	July 2014	CISD Learning Framework, best practice sheltered instruction strategies training materials, ESL facilitators, ESL/DLI/BL program evaluation, and Title 3 Funds	Eduphoria records, classroom walkthrough data, and campus needs assessment checklist	

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: 3	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students and stakeholders							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback, Strategic Plan	Provide targeted instruction for students and communication to our parents to help them understand the various assessment measures. Provide 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	August 2013	June 2014	Classroom visits, announcements, teachers, campus administration, counselors, and advisory time with mentors	Campus newsletters, agendas, handouts, and portal	
Campus feedback	Host parent meetings and use electronic/computerized systems to inform and educate our parents in assessments and our academic initiative's (PBL and Paperless Classroom).	All	Campus administration and counselors	August 2013	June 2014	Title Funding (\$500)	Survey Monkey with our attendees	

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: 4	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of increased campus partnerships.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback	Continue using businessmen and women as mentors for at-risk students.	At-risk students	Counselors, and campus administration	August 2013	June 2014	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 businesses to present in our classrooms to inspire our students and to also evaluate learner products for our PBL Units. In addition to hosting a food night at local restaurants and fast food establishments to support our school programs and the local business, expand opportunities for reciprocal relationships with local business and community members.	All	Counselors, and principal	August 2013	June 2014	Administrators, and staff	Documentation of activities held with partners	
Parent Involvement	Provide opportunities for authentic parent involvement in school activities such as project evaluations, learner showcases, etc.	All	Campus administration, and PTO	August 2013	June 2014	Business owners and partnerships	Documentation of activities held, and how many students were involved	

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: 5	Implement a system or systems to assess Future-Ready Skills.							
Summative Evaluation:	Documentation of assessment results							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Inform stakeholders on the use of campus-based learning outcomes to develop Future-Ready skills.	All	Campus administration, campus liaison, and curriculum directors	August 2013	June 2014	Partners for 21 st Century Learning, Buck Institute for Education, curriculum directors, and campus administration	Meeting agendas, dates and minutes	
Visioning Document, and CISD Learning Framework	Implement the new CISD Learning Design rubric to assess educators' learning design units aligned to the CISD Learning Framework.	All	Assistant Supt. of Curriculum and Instruction, and campus administrators	Aug 2013	June 2014	CISD Learning Framework, Learning Design Rubric, curriculum directors, and campus administrators	Learning Design Rubric Data, and Classroom Walkthrough Data	
CISD Strategic Plan 2009	Create, refine and utilize campus-based future-ready outcomes rubrics.	All	Assistant Supt. of Curriculum and Instruction, Executive Director of Leading and Learning, and campus administration	August 2013	June 2014	Partners for 21 st Century Learning, Buck Institute for Education, curriculum directors, and campus administration	Learning Outcome Rubrics	

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: 6	Integrate Future-Ready learning skills within the district.							
Summative Evaluation:	Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Continue to train campus staff on PBL instruction and integration of technology on a daily basis.	All instructional staff	Content directors, PBL coaches, campus liaison, and campus administration	August 2013	June 2014	Administrators, teachers, and webinars	District and campus staff development plans, walkthroughs, and teacher appraisals	
Community and Campus Feedback	Create a physical learning environment that fosters technology literacy, collaboration and virtual learning during content time with I-Team leader.	All	Campus principal, i-team specialist, and department heads	August 2013	June 2014	Principals, teachers, and i-team leader	Observation of innovative classroom structures	
Campus Feedback	Utilize district designed classroom walk-through form to align with the Learning Framework.	All	Assistant Supt. of Curriculum and Instruction, and campus administration	August 2013	June 2014	List of campus-based learning outcomes, curriculum directors, and campus administrators	Updated walkthrough form	
Campus Feedback	Utilize the "paperless classroom" to teach digital skills and embrace student-led learning with teacher utilized as a facilitator of the learning.	Targeted groups	Campus administration, librarian, i-Team specialist, teachers	August 2013	June 2014	Title I Funds, district funds, curriculum directors, campus administrators	Student/Parent survey, administration walkthroughs, teacher input	

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: 7	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Continue to fund and require ongoing staff development targeted to <ul style="list-style-type: none"> • Real world application • Service Learning • Differentiation inside/outside the classroom • Project-based, problem-based teaching/learning • Inquiry-based instruction • Instructional technology • Concept based instruction • Tier I instruction and Best Practices • Authentic assessment • The Paperless Classroom • Flipped Learning • Virtual Learning. 	All	Curriculum team, campus administration, i-Team specialist, and department heads	June 2013	July 2014	Director of Professional Learning, campus administrators, teachers, Comp. Ed. Funding, and Title Funding (\$2,000)	Staff development offerings in Eduphoria, and off campus	

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: 7	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Support the training of our teachers in the Constructivist instructional designs defined in the CISD Learning Framework.	All	Assistant Supt. of Curriculum and Instruction, and campus administration	Aug 2013	June 2014	Curriculum model, Director of Professional Learning, curriculum directors, and campus administrators	Eduphoria records, classroom walk-throughs, and campus needs assessment	
CISD Strategic Plan 2009, and CISD Middle School Strategic Plan 2010	Continue using a campus flex/advisory schedule allowing for time within the instructional day for students to explore and reflect on various and engaging learning experiences.	All	Campus administrators	June 2013	August 2014	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 virtual learning.	All	Campus administration and i-Team Specialist	August 2013	June 2014	Teachers, i-Team, 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, paperless classroom, blended/flipped learning, and differentiated instruction.	All	Campus Administration, Department Heads, and Staff	Aug 2013	June 2014	Director of Professional Learning, Curriculum Directors and Campus Administration, Local Funds	Course offerings, and teacher lesson plans	

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: 7	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
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 2013	June 2014	Director of Professional Learning, Curriculum Directors, Campus Admin, and Local Funding	Eduphoria records, classroom walkthroughs, and campus needs assessment	
Visioning Document, and CISD Learning Framework	Create a school culture of global awareness and international-mindedness that promotes the exploration of new ideas and perspectives as well as fostering global citizenship.	All	Campus Administrators	Aug 2013	June 2014	Campus Transformation Plans, Campus Liaison, Business Partners, Community Partners, CISD Learning Framework, and Visioning Document	Campus Transformation Plan, Learning Design Units, and Visioning Matrix	

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: 8	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
Summative Evaluation:	PBMAS, student enrollment, student certification, CTE program evaluations, and New Vision Implementation Matrix.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
New Vision Implementation Matrix Pre Analysis, and Campus comprehensive needs assessment	Work on instructional transformation plan for our campus including Constructivist Lesson Design Method through the PBL Lens.	All	Campus administrators and teachers, and curriculum directors	August 2013	June 2014	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 2013	June 2014	Curriculum framework, and research-based best practice resources (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 assess 8 th graders in college and career readiness skills using ACT Explore Test and utilizing Naviance for planning.	All	Director of Enrichment Programs, campus administration, and counselors	August 2013	June 2014	Counselors	Student surveys and four year plans	
Campus Comprehensive Needs Assessment, Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Utilize the Visioning Matrix to re-assess campus transformation efforts to measure progress.	All	Campus liaison, campus administrators, and educators	August 2013	June 2014	Curriculum department, and Visioning Document	Updated Campus Transformation Plans	

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Performance Objective: 8	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
Summative Evaluation:	PBMAS, student enrollment, student certification, CTE program evaluations, and New Vision Implementation Matrix.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
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 2013	June 2014	Counselors, Campus Administration, and Teachers	Student surveys	
Campus feedback	Continue to implement a Friday Night Live and Saturday School program to help students pass their classes and stay on course for academic success.	All	Campus Administration, and Teachers	August 2013	June 2014	Compensatory Ed. Funding, and Local campus funding	Campus survey	

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.							
Summative Evaluation:	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							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input	Promote character traits, fish philosophy and SSR/AOW weekly at East through our advisory program and use parents, educator, and learner feedback to strengthen character programs.	All	Campus administration, and all faculty	August 2013	June 2014	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 th and 8 th grade students	PTO, campus administration, and counselors	August 2013	June 2014	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 2013	June 2014	Local funding, and campus administration	Campus Culture, and Growth of students	
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	

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.							
Summative Evaluation:	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							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Learning Framework	Evaluate campus character education system(s) to CISD Learning Framework	All	Campus Liaison, and Campus Administrators	Aug 2013	June 2014	Curriculum Department, CISD Learning Framework, and Updated Campus Transformation Plans	Campus Discipline Data, Campus Attendance Data, and Campus Surveys	

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 Future-Ready technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving Future-Ready technology skills.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Middle School Strategic Plan	Provide the tools and train all staff on providing technology driven instruction.	All	Campus administration i-Team Specialist on campus, and dept. heads	August 2012	June 2013	Integration Specialists, trainers, facilitators, Eduphoria workshop, local funds, and Title 1 funds (\$3,200)	Eduphoria Transcripts, District and Campus visits	
Middle School Strategic Plan	Send staff to trainings on Future-Ready 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.	
CISD Learning Framework, and Visioning Document	Provide differentiated support for all staff members.	All	Curriculum directors, Campus administrators, i-Team, and educators	Aug 2013	June 2014	Support protocols, i-Team, and campus administrators	Differentiated Support Model	
CISD Learning Framework, and Visioning Document	Spotlight learner achievement through a district-wide technology showcase.	All	Executive Director of Leading and Learning, i-Team, curriculum directors, and campus administrators	Aug 2013	June 2014	Spotlight Protocol, i-Team, and campus administrators	Exemplars of district showcase	

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 Future-Ready technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving Future-Ready technology skills.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Middle School Strategic Plan	Focus and train our staff on Future-Ready Assessments, PBL assignments, Authentic Literacy, and Rigorous Questioning Techniques.	All	Campus administration, content directors, and leadership team	August 2013	June 2014	Local funding, and ASCD videos and books.	Staff appraisals, and walkthroughs	
Meetings with Director of Professional Learning, 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	Campus administration, and i-Team	July 2013	June 2014	Director of Professional Learning, integration specialists, various online resources, and local funds	Developed training materials, and Eduphoria training sessions	
CISD Learning Framework, and Visioning Document	Educate all staff members by providing professional learning focused on the new CISD Technology Proficiency model.	All	Curriculum directors, campus administrators, i-Team, and educators	Aug 2013	June 2014	Various online resources, third - party vendors, Director of Professional Learning, campus administrators, and i-Team	Eduphoria records, and training agendas	

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: 2	Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.							
Summative Evaluation:	District energy report, implementation of District-wide recycling program, and developed “green” initiatives and programs at all campuses.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
District Energy and Green Strategy	Continue supporting a technology “green week” to conserve on paper and resources within the campus level and support sustainability initiative	All	Campus administration, and i-Team specialist	August 2013	June 2014	Integrated Technology Specialist	Staff survey, and conservation report	
Campus Feedback, District Surveys, and Vendor Surveys	Develop, integrate and promote ways to conserve resources to all stakeholders.	All		August 2013	June 2014	Various online resources, third-party vendors, i-Team, educators, and learners	Compiled research data, and reports	

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 th Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program.	Campus Budgets	Campus Counselor	Discipline Reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports and agendas

Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus counselors will be trained as trainers of trainers in the Dallas Children's Advocacy Center's training on Recognizing and Reporting Child Abuse.	Region 10	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. Secondary schools will 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 to support campus character education initiatives (such as Great Expectations and Positive Behavioral Support Initiative).	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10, and Federal Funds	Campus Administration, and Executive Director of Intervention Services	Eduphoria Records
3. Implement and provide advanced training on alternative options to In-School Suspension.	Campus Administrators, Region 10, Intervention Specialist/LSSP, and Federal Funds	Campus Administration, and Executive Director of Intervention Services	Eduphoria Records
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10, and Federal Funds	Assistant Superintendent of Administration	Discipline Report
5. Students that are highly at risk of dropping out of school will be recommended for enrollment in Victory Place.	Compensatory Education Funds	High School Counselors, and High School Principals	Attendance Reports, and Progress Monitoring Data of Victory Place, and Rtl Students.

Drug Prevention

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

Gifted and Talented Program

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

Highly Qualified Teachers and Paraprofessionals

Strategies	Resources	Staff Responsible	Evaluation
1. Provide testing information and guide teachers through the certification process as needed.	State Testing Website, Testing Schedule, and Test Prep Guides	Executive Director of HR, and Certification Manager	Teacher Test Scores
2. Mentor beginning educators to improve effective teaching and performance while promoting personal and professional well-being.	Title II funds, and 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 Future-Ready skills.	Title II funds, and 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, and local funds	Executive Director of HR, and Director of Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students.	High School Budgets	High School Counselors	Graduation Plans, and Post-Secondary Acceptance Data
2. Students will complete the financial aid process.	High School Budgets	High School Counselors	Student PELL Application Completion Data
3. All 6 – 12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	Secondary School Budgets	Secondary Counselors, and CTE Educators	User Account Report

Strategies: Post-Secondary Preparedness Continues	Resources	Staff Responsible	Evaluation
4. Counseling and career guidance will be available to help students with certification and technical opportunities.	Secondary 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	Participant Data, and Participant Surveys
6. College and Career Night will be scheduled to offer opportunities for students and parents to visit with college recruiters and businesses.	High School Budgets	High School Counselors	Participant Data, and Participant Surveys
7. College Recruiters will be given a venue to meet with students throughout the school year.	High School Budgets	High School Counselors	Schedule of Recruiter Visits
8. AP and Pre-AP courses will be open-enrollment.	Campus Budgets	Counselors	# of Students Completing AP Course, and # Passing AP Exams
9. Dual and Concurrent credit will be available to all eligible students.	High School Budgets	Counselors	# of Students Enrolled in Dual Credit Courses, and # Passing Dual Credit Courses
10. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators	Student Surveys, and Four Year Plans
12. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators	Student Surveys, and Graduation Tracker Data
13. Align college readiness assessments and design intervention framework to ensure college readiness for all.	Adv. Acad. & Campus Budget	Curriculum Directors, Campus Administrators,	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, agendas and Survey Reports

CISD DISTRICT IMPROVEMENT PLAN 2013-2014
APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
1. Build learner capacity for expository writing.	Write From the Beginning Training, and STAAR/EOC Data,	Director of Language and Literacy	AEIS Data, Writing Conference Data, and Writing Scoring Session Data
2. Align a balanced literacy program K-12.	Research-Based Best Practices	Director of Language and Literacy	Program Evaluation Report
3. Write K-8 Literacy Curriculum.	Learning Framework, Visioning Document, and TEKS	Director of Language and Literacy	Articulated Curriculum
4. Input K-12 Curriculum in Eduphoria.	Eduphoria, and Curriculum	Director of Language and Literacy	Eduphoria Reports

Math

Strategies	Resources	Staff Responsible	Evaluation
1. Transition to New State Math TEKS.	State TEKS, and Campus Instructional Math Leads	Director of Mathematics	Articulated Courses Aligned to TEKS.
2. Improve instructional practices through effective evidence-based instruction.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Classroom Walkthrough Data, and Learning Design Units
3. Continue Curriculum writing in elementary and high schools, while beginning the curriculum writing process in middle schools.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Vertically Articulated Curriculum
4. Redesign teacher cadres to create district exemplars.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Reflective Journals, Learner Products, and Learner Surveys

Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction K-12.	Foss Kits, STC Kits, and Inquiry-Based Instruction Training	Director of Science	Classroom Walkthrough data, and Learning Design Units
2. Focus on improving scientific best practices in K-12: <ul style="list-style-type: none"> • Planning and Carrying Out Investigations; • Analyzing and Interpreting Data; • Asking Questions and Defining Problems; and • Obtaining, Evaluating and Communicating Information. 	Professional Learning Communities, Professional Learning, 2012-2013 Cadre Recommendations, and classroom walkthrough rubric	Director of Science	Eduphoria Records, Classroom Walkthrough data, Learner Products, and Learning Design Units
3. Expand use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunesU	Director of Science	Instructional Materials Allotment Request Forms
4. Embed information about STEM careers in K-12 classrooms.	Sally Ride Training (K-1 and 6-8), and Follow-up Support for Grades 2-5	Director of Science	Classroom Walkthrough data, and Learning Design Units
5. Expand opportunities for global collaboration.	World Moon Project, Google Earth, E-PALS, and Skype	Director of Science	Local Assessments, Classroom Walkthrough data, and Learning Design Units

Social Studies

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

CISD DISTRICT IMPROVEMENT PLAN 2013-2014
APPENDIX C: COMPONENTS OF A SCHOOL-WIDE TITLE I PROGRAM

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Comprehensive Needs Assessment	<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 input from students and families 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"> i. Strengthen core academic programs ii. Increase amount and quality of learning time iii. Strategies for meeting educational needs of underserved populations 	<p>East uses research based Future-Ready strategies to reach all learners in the building. We have identified 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. We will employ tutoring for our at-risk student groups to aid in the development of skills and concept learning for math and reading. We also use Gizmos for science and math based hands on/visual representation of concepts to aid in the development of content knowledge and skills. We will also use 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. 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>

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
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 we differentiate learning for all of our students.</p> <p>We use outside consultants and professional development to meet our vision plan for our campus.</p> <p>Our staff is trained in PBL strategies and implementation techniques to engage and challenge all learners to meet our learning outcomes for East.</p>
Strategies to Attract Highly Qualified Staff	<p>The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.</p> <p>Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.</p>	<p>We hire only highly qualified teachers at East. We place our best staff to work with our students that need them the most.</p>
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>N/A</p>

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
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 a 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 students' 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 ensure East provides the best possible education for all of our students.</p>

CISD District Improvement Plan 2013-2014 Acronym Index

AEIS	Academic Excellence Indicator System	ISS	In School Suspension
AP	Advanced Placement	IT	Informational Technology
BEST	Business Education Success Team	iTeam	Integration Specialist Team
BL	Bilingual	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	PBS	Positive Behavior Supports
CISD	Coppell Independent School District	PEIMS	Public Education Information Management System
Comp Ed	Compensatory Education	PST	Promoting Success Team
CTE	Career and Technical Education	RtI	Response to Intervention
EC	Early Childhood	SCE	State Comprehensive Education
EOC	End of Course	SHAC	School Health Advisory Council
ESL	English as a Second Language	SPED	Special Education
D.A.T.E.	District Award of Teacher Excellence	SRO	Security Resource Officer
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	STAAR	State of Texas Assessments of Academic Readiness
DLI	Dual Language Immersion	TAKS	Texas Assessment of Knowledge and Skills
GT	Gifted and Talented	TEA	Texas Education Agency
HR	Human Resources	TEC	Texas Education Code
IB	International Baccalaureate	TEKS	Texas Essential Knowledge and Skills
ICLE	International Center for Leadership in Education	X2VOL	Data Warehouse for Service Learning
IDEA	Individuals with Disabilities Education Act		