Coppell Middle School East Campus Improvement Plan

Strategic Objective/Goal 1: Each Student Meets or Exceeds the Set Standard on State Accountability Tests.

Performance Objective 1:   Align the written, taught and assessed concept-based curriculum.

- Ensure that CBA data is monitored and implemented to guide instruction in the classroom.
- Revise written curriculum documents to align with concept-based principles.
- Provide staff training on understanding assessments and implementing alternative assessments.
- Use curriculum directors as a resource to develop concept-bases curriculum units and to assure aligned assessments.

Performance Objective 2: Sustain district-wide PreK-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.

- Continue to monitor and implement reading in the content areas.
- Monitor and continue the use and implementation of Best Practice Instructional Strategies
- Provide initial and ongoing training in forethought lesson planning as a guide to use throughout the district.
- Provide initial and ongoing training in Thinking Maps to all staff.
- Continue the use of My Access Writing Assessment to enhance writing for students.
- Provide training on progress monitoring to help with the identification of students identified "at risk" and with disabilities.
- Provide training on creating TEKS-aligned rigorous assessment items.
- Provide training in Response to Intervention Model, including Rule of 3 Model for differentiated instruction.
- Utilize content time to disaggregate data, align 6-8 curriculums, and focus on objectives to re-teach.
- Monitor the implementation of 5E Model of Inquiry Based Instruction math and science.
- Continue the use of READ 180 to ensure that all students are successful readers.

Performance Objective 3: Increase the achievement of student groups on TAKS to reflect
- **No more than a 5% variance between student groups**
- **At least a 10% gain in commended performance.**

Form a focus group and investigate student/teacher relationships as they impact student achievement.
- Provide needed material and training for all staff to implement TEKS-aligned and research-based instruction.
- Analyze assessment data to determine target areas for instruction.
- Monitor implementation of instructional target area action plans.
- Continue the use of and support a learning lab for students before and after school.
- **S**upport the implementation of an integrated research lab for our integrated research students.
- Analyze TAKS-M and TAKS-Alt data to target instruction and accelerate learning.
- Assign mentors to students of sub-populations who did not meet standard or came within 5% of not meeting standard.
- Provide a tutoring program for at-risk students during the school day that targets needed areas of instruction.
- Provide staff development on differentiated instruction through best practice.
- Hire an additional staff member with Title I funds to serve as a math specialist on campus.

Performance Objective 4: Continue assessment and evaluation program that provides information about individual students and measures students' continuous academic growth.

- Analyze assessment data to determine target areas for instruction.
- Implement MAP software to gather growth data on student performance.
- Continue the use of the READ 180 program for students with reading difficulties.
- Continue the use of My Access Writing Assessment to enhance the skills of writing for our students.
- Integrate vocabulary development among core subjects.
- Review and revise the processes for generating individualized intervention plans, Promoting Success Team (PST), Personal Graduation Plan (PGP), Grade Placement Committee (GPC), etc. as part of RTI.

<u>Strategic Objective/Goal 2: The District Will Demonstrate Educational Excellence.</u>

Performance Objective 1: Establish learning environments most appropriate for the implementation of <u>21st century learning skills.</u>

- Align foreign language opportunities to reflect future trends in a multilingual society and enhance student participation.
- Explore opportunities for the implementation of problem/project-based learning.
- Expand opportunities for small learning communities throughout the school day.
- Increase enrollment in advanced courses including under-represented populations.
- Implement staff development on "Schooling by Design", "What Works in Schools" and "The Differentiated School" to help make teachers aware of the new 21st Century Learner.
- Continue to implement Coppell Nature Park curriculum and field experiences for more hands-on learning.
- Implement the use of technology in classrooms on a daily basis.

Performance Objective 2: Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.

- Provide staff development on strategies for incorporating the CTE Curriculum Matrix.
- Implement Creative Constructions as a new course for career pathway.
- Implement newly written project based curriculum for BCIS.

Performance Objective 3: Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.

- Understand and follow the requirements regarding highly qualified guidelines.
- Ensure that 100% of core academic subject area teachers are highly qualified on each campus.
- Engage in recruitment activities that target a highly qualified, diverse applicant pool.
- Provide TEXES review sessions for PPD and core subject area.

Performance Objective 4: Improve the K-12 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.

- Evaluate GT program based on recognized criteria.
- Implement a plan to ensure that all GT teachers have been properly trained and all hours updated.
- Reevaluate and support our SAT vocabulary program for grades 6-8.

Performance Objective 5: Increase the number of students served in the least restrictive environment through a continuum of services.

- Provide ongoing training on Co-teach model to general education and special education teachers.
- Monitor co-teach model for instruction.

Strategic Objective/Goal 3: Each student will consistently demonstrate identified CISD character traits within their school and community.

Performance Objective 1: Seamlessly integrate character education into Coppell ISD curriculum.

- Review current character education program and implement guidelines and program throughout the campus.
- Establish new program called "Girls on the Run" to enhance young girls leadership and self esteem through the middle years.
- Establish a partnership with the Assistance League to enhance the mentor program for at-risk youth at East.
- Implement the "Fish" philosophy at East to model ideal character and behavior.

Performance Objective 2: Establish consistent safe and drug-free school programs district-wide.

- Continue to work with the PTO to incorporate safe and drug-free programs to all students.
- Continue to work through the media program in teaching valuable lessons on bullying, dating/relational violence.

Strategic Objective/Goal 4: All students will annually participate in meaningful service activities within their community.

Performance Objective 1: Continue to integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.

- Maintain and improve upon the seventh grade service garden that was started last year at East.
- Science club will implement a recycling program during all lunches at East.
- Continue to coordinate the Angel Tree Project at Christmas through our student council.
- Implement a "club day" at East that will take place once every 3 weeks based on student interests.

Strategic Objective/Goal 5: Each Student Successfully Completes or Makes Appropriate Progress Toward Personal Educational Goals.

Performance Objective 1: Develop, monitor, adjust and evaluate student transition plans.

- Provide transition meetings for all students that will be leaving or coming to our campus for the following year.
- Organize and provide transition information to parents through Transition Meetings.
- Provide staff development focusing on the process of transition planning and links to student IEP goals/objectives.
- Increase participation of students with special education needs in general education curriculum through co-teach instructional delivery model.

Performance Objective 2: Improve access to student information through electronic database and management systems.

- Provide training on new Special Education data-based system.
- Implement a brown bag lunch or evening program to educate the parents on the use of the portal, forethought, and blackboard systems of data retrieval.

CMS-East
Campus Improvement Plan
2008-2009

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Performance Objective 1:	Align the written, taught, and assessed curriculum.
Summative Evaluation:	Unit plans, Forethought lesson plans and curriculum-based assessments (CBAs)

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Campus CBA data, Campus observations	Ensure that CBA data is monitored and implemented to guide instruction in the classroom.	All	Administration, Dept. Heads	August 2008	June 2009	CBA Data Directors of curriculum		Grade reports, Evaluations	
Campus observations & discussions	Revise written curriculum documents to align with concept-based principles	All	Administration, Dept. Heads,	August 2008	June 2009	Curriculum documents and guides designated by curriculum directors.		Curriculum audits and PDAS instrument	
AEIS	Provide staff training on understanding assessments and implementation of alternative assessments.	All	Administration, Curriculum directors	August 2008	Sept. 2009	Grant Stiggins and other experts teaching videos. Title I funding, consultants.		Reflective evaluations	

Needs Assessment: AEIS = Academic Excellence Indicator System, SS= Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
TPRI = Texas Primary Reading Inventory, PBMAS = Performance Based Monitoring Assessment System, BA = Benchmark Assessments, O=Other (specify)

Special Populations (Sp. Pop): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity

Committees: AC=Assessment, CC=Curriculum, PD=Prof Dev, PC=Parent and Community, AR=At-Risk, LCO=Legislative/Campus Oversight

Budget Codes: SCE=State Comp. Ed., AMI=Accelerated Mathematics Instruction, ARI=Accelerated Reading Instruction, T1=Title 1, T2=Title 2, T2D-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education, LEA=Local Education Agency, AP=Advanced Placement

Schoolwide: RMB = Research-based math programs/strategies, RMR = Research-based reading programs/strategies, RBW = Research-based writing programs/strategies, RBS = Research-based science program/strategies, RBSS = Research-based social studies program/strategies, PD = Professional Development, T = Tutorials, RBI = Research-based individualized instruction, RBSG = Research-based group instruction, CAI = Computer-aided instruction
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AEIS	Use curriculum directors as a resource to develop concept-based curriculum units and to assure aligned assessments.	All	Curriculum directors, campus administration	August 2008	June 2009	Curriculum documents and guides designated by curriculum directors.		Curriculum audits and classroom walk-throughs	

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Continue to monitor and implement reading in the content areas	All	ELA Director, Literacy Coach, Dept heads	August 2008	June 2009	Directors of Curriculum, RICA curriculum and workshops		Walk throughs, formal evaluations, TAKS data	
AEIS	Monitor and Continue the use and implementation of Best Practice Instructional strategies	All	Campus administration, Dept Heads, Team leaders	August 2008	June 2009	Directors of Curriculum, Campus administration, Team Leaders		Walk throughs, formal evaluations	

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AEIS	Provide initial and ongoing training in forethought lesson planning as a guide to use throughout the district.	All	I-team facilitator and campus administration	August 2008	June 2009	District forethought computer software and training		Administrative team PDAS and walk-through documentation	
AEIS	Provide initial and ongoing training in Thinking Maps to all staff.	All	Administration, staff	August 2008	Sept. 2009	Thinking Maps Folders district personnel		Reflective evaluations	

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AEIS	Continue the use of My Access Writing Assessment to enhance writing for students.	8th grade	Campus administration, ELA teachers, Literacy Coach	August 2008	June 2009	Director of ELA and software provided, I-team		CBA's, writing folders, walk throughs	
BA	Provide training on progress monitoring to help with the identification of students identified "at risk" and with disabilities	All	Campus Admin., Counselors	August 2008	June 2009	Region 10 ESC, T1, T2, SPED,		Meeting agendas, handouts	

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Local assessments	Provide training on creating TEKS-aligned rigorous assessment items	All	Campus Admin.	August 2008	June 2009	Trainers, TEKS, research-based materials, T1, T2,		Eduphoria transcripts, assessment items	
District Special Education Audit	Provide training in Response to Intervention model, including the Rule of 3 Model for differentiated instruction.	All	Administration, Team Leaders, Teachers	August 2008	June 2009	Trainers, Facilities, Materials (books, Manuals, etc.), T1		Reflective evaluations By trained faculty and staff	District Special Education Audit

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AEIS	Utilize content time to disaggregate data, align 6-8 curriculum, and focus on objectives to re-teach.	All	Department Heads, Administration	August 2008	June 2009	Personnel		Meeting minutes, observation	
AEIS Report	Monitor the implementation of 5E Model of Inquiry Based Instruction in Math Science	All	Math and Science Curriculum Team	August 2008	June 2009	Curriculum Team, Campus Admin		Forethought lesson plans, District level walk-throughs/campus visits	

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AEIS Report, Local Assessment Data	Continue the use of READ 180 to ensure that all students are successful readers.	At-risk population, ESL, Special Ed.	Literacy Coach, ESL coordinator, Resource teachers	August 2008	June 2009	ELA Director, I-team coordinator, Campus administration		TAKS Data, CBA data	

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Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report								

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report & Local assessment data	Form a focus group and investigate student-teacher relationships as they impact student achievement	All	Team Leaders, Dept. Heads, Campus administration	August 2008	June 2009	Text such as Ruby Payne materials, TESA implementation in classrooms		Recommendations from focus group to inform planning	

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Provide needed material and training for all staff to Implement TEKS-aligned and research-based instruction.	All	Campus administration, Dept. heads, Team leaders	August 2008	June 2009	District provided Materials		Lessons observed in Walkthroughs and Lesson plans.	
AEIS Report	Analyze assessment data to determine target areas for instruction	All	Curriculum Directors, Assessment Director, campus administrators, and teacher leaders	August 2008	June 2009	TAKS data, T2, AMI		Instructional target area action plan	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 3:	Increase performance for each student group in each subject assessed by TAKS to reflect: • no more than a 5% variance between groups and • at least 10% gain in commended performance								
Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report								

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Monitor implementation of instructional target area action plans	All	Curriculum Directors, Assessment Director, Campus Administrators, Teacher Leaders	August 2008	June 2009	Instructional target area action plan		Forethought lesson plans, District level walk throughs/campus visits	
AEIS	Implement and support a learning lab for students before and after school	All	Campus Administration, Staff	August 2008	June 2009	Personnel		Student progress during each grading period.	

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AEIS	Support the implementation of an integrated research lab for our integrated research students	Pre-AP, Gifted	I-team, Campus administration	August 2008	June 2009	I-team, technology dept.		End of course assessments, CBA's, Budget worksheets	
AEIS, TAKS Summary Report	Analyze TAKS-M and TAKS-Alt data to target instruction and accelerate learning	Special Ed	Exec. Dir. of Intervention Services, Directors of Special Education, Campus Administrators, Sp. Ed Teachers	August 2008	June 2009	TAKS Alt and TAKS-M data Local Assessment Data	IEP Progress ARD Committee Reports		AEIS, TAKS Summary Report

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AEIS	Assign mentors to students of sub-populations who did not meet standard or came within 5% of not meeting standard.	At Risk	Administration	August 2008	June 2009	Personnel, Parent/ Community		TAKS scores	
AEIS/TAKS DATA	Provide tutoring during the day for at risk students that are identified as needing additional support.	At Risk	Grade Level Teachers	January 2008	June 2009	Personnel, Title 1 funding		TAKS Scores	

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Provide staff development on differentiated instruction through best practice.	All	Campus Curriculum Team Campus Administration	August 2008	June 2009	Curriculum Team, Campus Administration, Title 1 funding		Reflective Evaluations by Trained faculty and Staff Portal transcripts	
AEIS/TAKS	Hire and utilize a math specialist to serve on campus to fill learning gaps identified in our at-risk population.	At-risk	Campus Principal and District Math Coordinator	September 2008	June 2009	Title I funding, District Math Coordinator		PDAS, Walk throughs, District Evaluation	

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Performance Objective 4:	Continue assessment and evaluation programs that provide information about individual students and measures students' continuous academic growth.								
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Analyze assessment data to determine target areas for instruction	All	Campus Admin., and Dept. Heads	August 2008	June 2009	TAKS data and CBA's or released TAKS tests		CBA's and Content area team meetings	

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CBA's	Implement Map program to gather growth data on student performance	All	Campus Admin., I-team coordinator, teachers	August 2008	June 2009	New software program		CBA data	
AEIS	Continue the use of the Read 180 program for students with reading difficulties	At-risk, ESL, Special Ed.	Literacy Coach, Counselors	August 2008	June 2009	Read 180 software program, Title 1 funding		TAKS scores, CBA data	
AEIS	Continue the use of My Access Writing Assessment to enhance the skills of writing for our students.	8th grade	Campus administration, ELA teachers, Literacy Coach	August 2008	June 2009	Director of ELA and software provided, I-team		CBA's, writing folders, walk throughs	

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AEIS	Integrate vocabulary development among core subjects.	All Teachers	Administrators Department Heads Literary Coach	August 2008	June 2009	Knowsys Curriculum		Department Meeting Minutes, lesson plans	

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AEIS Report & Local Assessment Data	Review and revise the processes for generating individualized intervention plans, Promoting Success Team (PST), Personal Graduation Plan (PGP), Grade Placement Committee (GPC), etc. as part of RtI	Identified students	Intervention Services and Curriculum Department	August 2008	June 2009	PST, Documents		Campus feedback	

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2008-2009

Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 1:	Establish learning environments most appropriate for the implementation of 21st century learning skills.							
Summative Evaluation:	International Baccalaureate Diploma Program (IBDP) Authorization Certification, College Board Advanced Placement (AP) Report, Dual Credit Enrollment Report							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
CHS evaluation of foreign language offerings, 21st century learning research	Align foreign language opportunities to reflect future trends in a multilingual society and enhance student participation	8-12	Language Other than English (LOTE) Director, Secondary Admin, LOTE teachers	June 2008	June 2009	21st Century Learning Framework, LOTE professional organizations, LOTE local budget	LOTE course offerings and curriculum	
21st century learning research	Explore opportunities for the implementation of problem/project-based learning.	6-8	Curriculum Team, Campus Admin, Teachers	August 2008	June 2009	21st century learning research, PLC studies, Service Learning curriculum, Local and Federal Funds	Evaluation of pilot programs	

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
21st century learning research	Expand opportunities for small learning communities throughout the school day	6-8	Campus Admin, Curriculum Team	August 2008	June 2009	Small Learning Community (SLC) and Professional Learning Community studies (PLC) Local and Federal Funds	Master schedules, meeting agendas, reflective feedback	

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
College Board AP Report, Pinnacle 2010 Committee conclusions & 21st century learning research	Increase enrollment in advanced courses including under represented populations	6-12	Director of Advanced Academics, Campus Admin, Counselors, AP Teachers, IB Coordinator, CHS Principal, Director of Advanced Academics & Director of Secondary Education	August 2008	June 2009	College Board training, Online Course Curriculum (OCC), IB research & training, Local IB Budget	Pre-AP & AP class enrollment, IBDP Authorization Certification, IB training feedback & curriculum documents	

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus report	Implement staff development on Schooling by Design, What Works in Schools and Differentiated Schools to help make teachers aware of the new 21st century learner	All	Campus Administration	August 2008	June 2009	Book "What Works in Schools", "Schooling by Design" and "The Differentiated School"	Eduphoria and staff comments	
AEIS	Continue to implement Coppell Nature Park curriculum and field experiences.	All	Science, Dept. Heads, Teachers	August 2008	May 2009	Project WILD & Aquatic WILD training, campus budget, service learning grant		Service Learning transcripts, student science notebooks, Forethought lesson plans
Campus Report	Implement the use of technology in each classroom on a daily basis	All	Teachers, Campus Administration	August 2008	June 2009	Integrated Technology specialist, Title I funding	PDAS and walk-throughs	

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Strategic Objective Goal 2	The district will demonstrate educational excellence							
Performance Objective 2	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.							
Summative Evaluation:	Performance Based Monitoring Assessment System (PBMAS), student enrollment, certification results, Perkins Evaluation Report							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
CTE Program Evaluation	Provide staff development on strategies for incorporating the CTE Curriculum Matrix	8-12	CTE Coordinator	August 2008	August 2009	ICLE Guides, CTE Coord., Perkins Grant, CTE Reading Strategies committee	Reflective evaluations by trained instructors	
21st Century Learning Resource	Implement newly written project based curriculum for BCIS	8-12	Campus staff and administration	August 2008	June 2009	ICLE Guides and CTE Coordinator	Evaluations by campus and district coordinators	
Campus Report	Implement Creative Constructions as a new course for career pathway	7-8	Campus Staff and administration	August 2008	June 2009	District Curriculum guidelines, Title funds	Evaluations by campus and district coordinators	

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Campus Improvement Plan
2008-2009

Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 3:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.							
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees, TExES Scores							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
No Child Left Behind (NCLB)	Understand and follow the requirements regarding highly qualified guidelines	All	Human Resources Director and Campus Administration	August 2008	June 2009	Printed materials	Hiring Rosters	
Course enrollment, master schedule	Ensure that 100% of core academic subject area teachers are highly qualified on each campus	All	Director of Human Resources and Campus Administration	August 2008	June 2009	certification records	Hiring rosters	

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS	Engage in recruitment activities that target a highly qualified, diverse applicant pool	All	Director of Human Resources	September 2008	April 2009	Colleges & universities that are predominately minority, recruitment supplies, local funds		College student attendance logs, hiring rosters
NCLB	Provide TExEs review sessions for PPD and core subject area	Staff seeking additional or initial certification	Director of Human Resources, Curriculum Team	September 2008	May 2009	T2		Eduphoria transcripts

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 4	Improve the K-12 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.							
Summative Evaluation:	GT Program Strategic Plan							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
State GT Plan	Evaluate GT program based on recognized criteria	GT evaluation team	Director of Advanced Academics, Campus Admin.	August 2008	June 2009	GT Team members		Written report of evaluation
AEIS	Implement a plan to ensure that all GT teachers have been properly trained and all hours updated	GT Staff	Director of Advanced Academics, Campus Administration	August 2008	June 2009	Human Resources and Campus level documentation	Eduphoria and workshop documentation	
SAT Report	Reevaluate and support our SAT vocabulary program for grades 6-8	6-8 grade GT and PreAp classes	Director of Advanced Academics and campus administration	August 2008	June 2009	Compensatory Education funds		Curriculum documents

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Performance Objective: 5	Increase the number of students served in the least restrictive environment through a continuum of services.							
Summative Evaluation:	AEIS Report, Admission, Review and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Continuum of Services List							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus assessment	Provide ongoing training on Co-Teaching to general education and special education teachers	Special Ed	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators	June 2008	June 2009	SPED, Local and Federal Funds	Meeting Agenda, Handouts	
Local data	Monitor co-teach model for instruction	Special Ed	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators	June 2008	June 2009	SPED, Local and Federal Funds	Classroom Observation/walk-throughs	

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Strategic Objective/Goal 3	Each student will consistently demonstrate identified CISD character traits within the school and community.								
Performance Objective 1:	Seamlessly integrate character education into Coppell ISD curriculum.								
Summative Evaluation:	Assessment results, Character Ed Program recommendation								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**	
Campus input	Review current character education program and implement guidelines and program throughout the campus.	All	Counselors, campus teachers	August 2008	June 2009	Current CISD character education program, Violent Criminal Incidents Report, counselors, Title IV	Professional discussions		
Campus input	Establish new program called "Girls on the Run" to enhance young girls leadership and self esteem through the middle years.	6-8 girls	Counselors, community resources	August 2008	June 2009	Community program liaison and Title I funding	End of year survey		
Campus input	Establish a partnership with the Assistance League to enhance the mentor program for at-risk youth at East.	At-risk	Counselors, Administration, Community	August 2008	June 2009	Community program liaison and Title 1 funding	End of year survey		

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Performance Objective 1:	Seamlessly integrate character education into Coppell ISD curriculum.							
Summative Evaluation:	Assessment results, Character Ed Program recommendation							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Campus input	Implement the "Fish" philosophy at East to model ideal character and behavior.	All	Counselors, Campus admin. And teachers	August 2008	June 2009	Title 1 funding and local recourses	End of year survey	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.						
Performance Objective 2:	Establish consistent safe and drug free school programs district wide.						
Summative Evaluation:	Post-instruction assessment						

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus report	Continue to work with the PTO to incorporate safe and drug-free programs to all students.	All	Dir. Student Services, Campus Admin., PTO	August 2008	June 2009	Title IV, Local Resources (Police, Assistance League, YMCA/ Care) Region 10 Texas Drug & Alcohol Survey	Campus & community feedback, student survey (6-12)	
Campus reports	Continue to work through the media program to teach valuable lessons on bullying and dating/relational violence.	All	Counselors, teachers	August 2008	June 2009	Support materials, School Resource Officers (SROs), Title IV	Campus and community feedback	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.							
Performance Objective 1:	Continue to integrate Service-Learning into curriculum focusing on best practices of authentic learning and student-driven projects.							
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Campus input	Maintain and improve upon the seventh grade service garden that was implemented last year at East.	All	7th grade students and teachers	August 2008	June 2009	Title funding, service learning grants	Campus survey	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.							
Performance Objective 1:	Continue to integrate Service-Learning into curriculum focusing on best practices of authentic learning and student-driven projects.							
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Community needs, Teacher input, student voice	Science Club will implement a recycling program during all lunches at East.	All	Students, teachers, campus admin.	August 2008	June 2009	Service Learning Grants, City resources	Campus Survey	
Service Learning teacher input	Continue to coordinate the Angel Tree Project at Christmas through student council.	All	Students, student sponsors	August 2008	June 2009	City resources and local project ideas	Campus survey	
Campus Input	Implement a club day at East that will take place once every 3 weeks based on student interest.	All	Students, Campus admin. and teachers	August 2008	June 2009	Teachers and individual interests, community involvement	Campus survey	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals. (IEP)							
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans. (IEP Students)							
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Faculty input specific to skills needed	Provide transition meetings for all students that will be leaving or coming to our campus for the following year.	Special Ed	Transition Administrator staff	August 2008	June 2009	Region 10 Transition ARD Supplement TEA Training Tools	Teacher Documentation IEP updates	
Parent Survey, Faculty input specific to skills needed	Organize and provide transition information to parents through Transition Meeting	Special Ed	Transition Administrator	August 2008	June 2009	Region 10 ARC of Dallas Adult Service Providers	Attendee Survey,	

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Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.						

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Faculty input specific to skills needed	Provide staff development focusing on process of transition planning and links to student IEP goals/objectives.	Special Ed	Transition Administrator, SE staff, Campus Admin.	August 2008	June 2009	Training Materials, Transition Administrator, Campus Administration	Coordinated IEP document	
AEIS, Parent Survey, Faculty Survey, Student Survey	Increase participation of students with special education needs in general education curriculum through co-teach instructional delivery model	Special Ed	CISD CO-Teachers, CISD Administration	August 2008	June 2009	Co-teach Staff Development, Co-Teachers, Campus Administration	Campus curriculum meetings, reflections from co-teachers, Campus Administration, Student Surveys, Parent Surveys, Updated Progress	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.							
Performance Objective 2:	Improve access to student information through electronic database and management systems.							
Summative Evaluation:	Eduphoria posting of training dates							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**

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Faculty Survey, Parent Survey	Provide training on new Special Education data-based system	Special Ed	Executive Dir. Of Intervention Services, Directors of Special Education, Appraisal Staff, Special Education Teachers	June 2008	June 2009	SPED	Meeting agenda, handouts, feedback from campus staff; review of information of database	
Parent survey	Implement a brown bag lunch or evening program to educate the parents on the use of the portal, forethought, and blackboard systems of data retrieval.	All	Integration Technologist, Campus Admin.	August 2008	June 2009	Title 1 funding for special programs	Campus evaluation	

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Special Populations (Sp. Pop): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity
Committees: AC=Assessment, CC=Curriculum, PD=Prof Dev, PC=Parent and Community, AR=At-Risk, LCO=Legislative/Campus Oversight
Budget Codes: SCE=State Comp. Ed., AMI=Accelerated Mathematics Instruction, ARI=Accelerated Reading Instruction, T1=Title 1, T2=Title 2, T2D-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education, LEA=Local Education Agency, AP=Advanced Placement
Schoolwide: RMB = Research-based math programs/strategies, RMR = Research-based reading programs/strategies, RBW = Research-based writing programs/strategies, RBS = Research-based science program/strategies, RBSS = Research-based social studies program/strategies, PD = Professional Development, T = Tutorials, RBI = Research-based individualized instruction, RBSG = Research-based group instruction, CAI = Computer-aided instruction
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CMS-East
Campus Improvement Plan
2008-2009

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