

Coppell Independent School District
Cottonwood Creek Elementary
2023-2024 Campus Improvement Plan



Mission Statement

CISD Mission Statement

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

Vision

Value Statement

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Great Teaching: We value great teaching because we believe it is the key to deep learning.

Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Cottonwood Creek Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. Cottonwood Creek serves a majority Asian student population in grades EC, K-5. In the 2022-23 school year, total enrollment was 420 which represents a decrease of -19.2% since 2018-19 (520 learners).

In 2022-23, the student population was 50.2% Asian, 30.2% White, 9% Hispanic, 3.5% African American, 0.4% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 6.4% multi-racial. Females made up 47.8% of the learners and males represented 52.2%. Our economically disadvantaged percentage was 10.7%.

Our Emergent Bilingual (EB) population consisted of 80 learners that made up 19% of our campus. The top 5 foreign languages spoken by this student group were: Japanese (20%), Telugu (15%), Hindi (12.5), Tamil (10%), and Malayalam (7.5%). Additionally, 15% of our EBs were also economically disadvantaged.

Our 54 gifted and talented learners constituted 12.8% of our population. Our gender split in the GT group was 51.8% female and 48.2% male. Of the four major ethnic groups, our GT learners were 62.9% Asian, 29.6% White, 3.7% Hispanic and 0% African American.

We had 69 learners that qualified for special education services, which represented 16.4% of our population. There were 16 learners with 504 accommodations, which was 3.8% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 95.64%, which decreased by 1.41% from the prior year.

STAFFING

Cottonwood Creek employed 32 educators and 10 instructional aides in the 2022-23 school year. The number of teachers increased by 2 from the prior year while the number of

aides remained the same. The ethnic breakdown for the teaching staff was 0% Asian, 93.7% White, 3.1% Hispanic, 0% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.1% multi-racial. Females made up 96.8% of the educators and males represented 3.2%.

Overall, our educators had a varying level of professional experience: 15.6% (5) were new to teaching with 0-1 years of experience, 12.5% (4) had 2-5 years, 31.2% (10) had 6-10 years, 12.5% (4) had 11-15 years, 15.6% (5) had 16-20 years, and 12.5% (4) had more than 20 years. Looking at longevity within the district, 34.3% of our teachers had 0-1 years in district, 15.6% had 2-5 years, 25% had 6-10 years, 6.2% had 11-15 years, 15.6% had 16-20 years and 3.1% had more than 20 years. The average years of professional experience was 10.7 with 6.9 years in the district.

Advanced degrees were held by 12.5% of our teachers: 4 with master's degrees and 0 with doctorates. Our campus principal had 49 years of career experience in a professional position (not necessarily as a principal) and 30 years in Coppell. Our assistant principal had 16 years of professional experience and 3 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 75.86%. For educational aides it was 62.5%. We hired 10 new teachers in 2022-23. The characteristics of our new teachers were as follows: 0% Asian, 100% White, 0% Hispanic, 0% African American, 100% female, 0% male, 40% new to teaching, 0% with 2-5 years of professional experience, 30% with 6-10 years, 10% with 11-15 years, 10% with 16-20 years, 10% with more than 20 years and 31.2% new to the campus. The average years of professional experience was 8.2 with 0.9 years in the district. 10% of our new teachers had advanced degrees.

Demographics Strengths

- Cottonwood Creek Elementary has a diverse student population
- There are numerous languages represented at Cottonwood Creek
- 19% of our student population comes from a home where their native language is not English.
- 12.8% of our student population have been identified as gifted and talented through various screenings
- 71.8% of our teaching staff has greater than 6 years of experience
- Our teacher retention rate is 75.86%, and teachers are committed to the campus
- Families are encouraged to share and celebrate their culture with our school community through curriculum, after-school activities, and culture day
- Our Average Daily Attendance Rate for 2022-2023 was 95.64%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Additional support and training is required for staff to best meet the needs of all Emergent Bilingual learners. **Root Cause:** As the demographics of Cottonwood Creek have changed, new instructional strategies and personnel are needed to meet the needs of all learners.

Problem Statement 2: There is a need to target specific instructional strategies to support Emergent Bilingual learners. **Root Cause:** There is a large population of Emergent Bilingual learners on campus.

Problem Statement 3 (Prioritized): There is a need to identify and align campus practices supporting equity, equality, and inclusion of all learners and staff. **Root Cause:** Lack of systemic knowledge and understanding about how equity, equality, and inclusion impact others.

Student Learning

Student Learning Summary

- **NWEA MAP:** Please refer to Plan Addendum Section for NWEA MAP Fall 2022-Spring 2023 Student Growth Summary Report. For help: https://teach.mapnwea.org/assist/help_map/Content/Data/SampleReports/StudentGrowthSummaryReport.htm
- **mCLASS:** Please refer to the link to view 22-23 performance levels across grade levels at BOY, MOY, EOY: https://drive.google.com/file/d/1HIM85wXdwd_ZUz0LibzOi45WNcHS6CVn/view?usp=drive_link

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Average Scale Score	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Average Scale Score	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %	STAAR - Science - Number Tested
Spring 2022	3	68	1534	10	90	63	50	68	1502	18	82	53	34	
Spring 2022	4	81	1615	10	90	74	53	82	1683	16	84	78	57	
Spring 2022	5	89	1711	8	92	85	71	89	1741	6	94	78	55	89
Spring 2023	3	66	1507	20	80	67	36	67	1512	22	78	58	31	
Spring 2023	4	65	1626	9	91	72	40	66	1650	12	88	70	39	
Spring 2023	5	82	1721	4	96	79	60	82	1809	2	98	80	55	81

TELPAS 2023

Grade	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %	Writing - Beginning - %	Writing - Intermediate - %	Writing - Advanced - %
K	7	50	29	14	29	36	21	14	29	50		21	29	43	
1	17		28	56	17	11	22	50	17	11		72	17	11	

TELPAS 2023															
2		8	33	58	8	83	8		17	33	33	17	17	42	
3	36	7	21	36	36	36	29		36	21	14	29	36	21	
4	29	14	43	14	14	29	57			71	14	14	29	43	
5			38	62		25	62	12		12	12	75		12	

As we go into 2023-2024, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

Student Learning Strengths

Overall performance on STAAR is well above state levels

4th Grade learners who Approached Standard in Math increased by 4%.

5th Grade learners who Approached Standard in Reading increased by 5%.

Emergent Bilingual learners Approaching Standard in Reading increased by 17%.

Special Education learners Approaching Standard in Reading increased by 10%.

Economically Disadvantaged learners Approaching Standard in Math increased by 10%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to focus on rigorous and engaging instruction in all classrooms. **Root Cause:** The academic growth and performance of students were not comparable to other campuses with similar demographics.

Problem Statement 2: There is a need to focus on safe implementation of digital tools and resources in K-5. **Root Cause:** Our learners have devices provided by CISD and need to be trained on how to demonstrate good digital citizenship.

Problem Statement 3 (Prioritized): There is a need for common collaboration time for grade level teams of educators. **Root Cause:** There is a need for educators to collaborate on instructional planning and assessment due to the ever-changing educational needs of all learners.

Problem Statement 4 (Prioritized): There is a need for additional supports/resources for interventions through RtI to ensure learner growth. **Root Cause:** Many learners are showing gaps in instruction due to the inconsistency of instruction over the past 2 years.

Problem Statement 5 (Prioritized): There is a need to focus on social emotional skills including the following: feelings, breathing, calming techniques, self awareness, social awareness, and coping strategies. **Root Cause:** Learners are demonstrating an increasing need for social/emotional support.

Problem Statement 6 (Prioritized): There is a need to identify and utilize additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth and success.

Problem Statement 7: There is a need to focus on the social-emotional wellness of learners and staff. **Root Cause:** There has been a lack of balance in academic learning vs. supporting the whole child.

School Processes & Programs

School Processes & Programs Summary

For the past several years, Cottonwood Creek has utilized the model of Dufour's Professional Learning Communities. The campus schedule has been redesigned to offer uninterrupted time for our teams to meet and is now designated as our Collaborative Team Time. During this time collaborative team members identify essential standards, create common formative assessments aligned to the standards, examine and analyze student data and performance, and address the needs for intervention and extensions for all learners. During Collaborative Team Time, our Instructional Coach, GTi Specialist, Media Specialist, and ESL Facilitator are available for assistance. Administration and our counselor are also available.

Cottonwood Creek follows the state standards (TEKS) and district curriculum documents and resources in order to provide a guaranteed and viable curriculum for all learners. The primary instructional structure used by CCE educators is the workshop model. This research-based mode of instruction provides for a brief mini-lesson with an instructional focus followed by independent or paired practice. During this time, the educator meets with students in targeted small groups or one-on-one. This provides opportunities for immediate and specific feedback to our learners. Educators work with our learners to set individual goals and track their progress.

As part of the hiring process at CCE, a conscientious effort is made to hire highly qualified and diverse personnel. In addition, CCE strives to hire individuals who fit the CISD educator profile. Staff members are encouraged to attend staff development opportunities that will enhance their classroom skills and ability meet the needs of their learners. Staff meetings, team leader meetings, vertical team meetings,, and Collaborative Team Time are opportunities for professional growth and are increasingly differentiated to meet educator needs. Ongoing learning walks and teacher observations are also an opportunity for job-embedded professional development and educator collaboration.

Our RtI process for math, ELAR, and behavior is well-established and supports both the educator and learner. The RtI team meets to discuss specific student concerns and track progress. When learners are not making expected progress through the RtI process, referrals for testing or other next steps are considered and/or taken.

School Processes & Programs Strengths

- Special Education and Dyslexia Programs
- Flexible Learning Environments
- School Garden Program
- Digital Learning Opportunities
- Professional Learning Communities
- Collaborative Team Time
- WIN Time
- Extra-Curricular Activities
- Genius Hour
- Leadership Books
- Healthy Zone School

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus.

Root Cause: Continued need to focus on safety and inclusivity in our world and align our practices across the campus.

Problem Statement 2 (Prioritized): There is a need to review, analyze and evaluate campus expenses to support long range budgeting needs. **Root Cause:** Lack of funding from the state and sustainability for future needs

Perceptions

Perceptions Summary

Cottonwood Creek Elementary prides itself in being a warm, welcoming environment where learners and their families feel loved and valued. The doors of CCE are open to hundreds of visitors each year who come to see transformational teaching, learner leadership, and engaging learning in action.

Safety is a priority at CCE. Safety audits conducted by both Region 10 and CISD deemed CCE a safe school including several accommodations. The school community participates in frequent fire, shelter, lockdown, and lockout drills including those monitored by the Coppell Police. In addition, 100% of the CCE staff is CPR trained and have participated in SRP training.

CCE works to maintain a positive school climate and keeps open communication with all stakeholders. Activities/events such as Special Friend's Day, Spirit Nights, and Walk to School Wednesdays are opportunities for staff, learners, and families to come together as a school community. Cottonwood Creek has formed several partnerships with organizations from CHS including KCBY, the Yearbook Club, all of the sports teams, and in addition, the school enjoys partnerships with North Texas Tae Kwon Do, Creative After School Theatre, Wize Academy, and Cook, Learn, Grow...all of which work to encourage the creativity and passions of our learners.

Cottonwood Creek celebrates the diversity of our campus. Newcomers participate in a Welcome Lunch with our counselor and are personally greeted and welcomed by our school administration. Due to the many languages spoken in our school, each educator and learner has the app "Google Translate" installed on their devices to better communicate with our non-English speaking learners. We strive to involve these new families in our school activities and volunteer opportunities.

Positive communication is a valued hallmark of CCE. A weekly newsletter, "The Weekly Watch", is a partnership between PTO and CCE which is delivered digitally each week to the families of CCE. The newsletter contains important information about the happenings at CCE.

Learner focused activities/events including book fairs, Round-up, Colt Council, and Genius Hour are important pieces of the CCE culture.

In response to learner needs, the CCE staff continues a focus on Mindfulness. The mindfulness focus has continued by teaching daily breathing exercises each morning on CCNN, Calm Down Corners in each classroom, increased focus during our counselor's guidance lessons, teacher training for trauma-informed instruction and continued practice and modeling of mindful strategies.

Our campus is proud to serve as an example of the CISD core values of authentic relationships, collective engagement, great teaching, and valuing everyone's contribution.

Perceptions Strengths

- Implementation of Restorative Practices has shown positive results
- Mentors are assigned to first-year and new to campus educators
- Strategies of mindfulness are taught and practiced each day
- A strong sense of community is felt by all stakeholders
- Activities for learners are purposeful, engaging and support the whole child
- Diversity of learners is acknowledged and celebrated
- School is a safe haven for our learners and staff
- Learners take great pride in their school, and parents know that their children are loved and cared for
- Focus on leadership behaviors help in building strong character qualities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to focus on the social emotional wellness of staff members. **Root Cause:** Teacher workload and stress have increased and teachers need opportunities to take care of their emotional and mental well-being.

Priority Problem Statements

Problem Statement 1: There is a need to focus on rigorous and engaging instruction in all classrooms.

Root Cause 1: The academic growth and performance of students were not comparable to other campuses with similar demographics.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus.

Root Cause 2: Continued need to focus on safety and inclusivity in our world and align our practices across the campus.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need for additional supports/resources for interventions through RtI to ensure learner growth.

Root Cause 3: Many learners are showing gaps in instruction due to the inconsistency of instruction over the past 2 years.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to identify and align campus practices supporting equity, equality, and inclusion of all learners and staff.

Root Cause 4: Lack of systemic knowledge and understanding about how equity, equality, and inclusion impact others.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need for common collaboration time for grade level teams of educators.

Root Cause 5: There is a need for educators to collaborate on instructional planning and assessment due to the ever-changing educational needs of all learners.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need to identify and utilize additional measures of success for learners.

Root Cause 6: Lack of focus on the whole child and using multiple measures to show evidence of growth and success.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to focus on social emotional skills including the following: feelings, breathing, calming techniques, self awareness, social awareness, and coping strategies.

Root Cause 7: Learners are demonstrating an increasing need for social/emotional support.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to focus on the social emotional wellness of staff members.

Root Cause 8: Teacher workload and stress have increased and teachers need opportunities to take care of their emotional and mental well-being.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a need to review, analyze and evaluate campus expenses to support long range budgeting needs.

Root Cause 9: Lack of funding from the state and sustainability for future needs

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: Personal Growth and Experiences: We as CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 1: Performance Objective 1: All K-5th grade learners will be provided high-quality Tier I instruction that is aligned to the TEKS.

HB3 Goal

Evaluation Data Sources: Use of curriculum documents in lesson plans, CFA data, classroom observations, intervention lessons, Collaborative Team Time agendas and products, walkthrough reflections

Strategy 1 Details	Reviews			
Strategy 1: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur. Strategy's Expected Result/Impact: Teachers will implement strategies from the Reading Academies. Staff Responsible for Monitoring: Campus Administrators, Team Leaders, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur. Strategy's Expected Result/Impact: Math instruction will be data-driven and interventions will be designed based on goals from House Bill 3. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Collaborative teams will use data to review standards, design CFA's, and drive learner instruction. Time will be allocated weekly for Collaborative Team Time during the instructional day. Strategy's Expected Result/Impact: Educators will design high-quality Tier 1 instruction for all learners utilizing district curriculum documents and relevant data. Educators will share and implement best practices based on team collaboration. Staff Responsible for Monitoring: Campus administrators, Educators, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom. Strategy's Expected Result/Impact: Learners will be provided instruction on the standards and skills that they need to work on based on assessment data. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to focus on rigorous and engaging instruction in all classrooms. Root Cause: The academic growth and performance of students were not comparable to other campuses with similar demographics.
Problem Statement 3: There is a need for common collaboration time for grade level teams of educators. Root Cause: There is a need for educators to collaborate on instructional planning and assessment due to the ever-changing educational needs of all learners.
Problem Statement 4: There is a need for additional supports/resources for interventions through RtI to ensure learner growth. Root Cause: Many learners are showing gaps in instruction due to the inconsistency of instruction over the past 2 years.





Goal 1: Personal Growth and Experiences: We as CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.

Evaluation Data Sources: District assessments, common formative assessment data, Rtl data, referral data, MAP Data, ELL Testing Data

Strategy 1 Details	Reviews			
Strategy 1: Educators will utilize Collaborate Team Time to gather/review data from formative assessments and BOY/MOY/EOY assessments to design and drive instruction and form small groups for targeted instruction. Strategy's Expected Result/Impact: Using data from several sources throughout the year, differentiated lessons will be provided to our learners. Small groups will be formed for targeted instruction to better meet the individual needs of our learners. Staff Responsible for Monitoring: Campus Administrators, Educators, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3 Funding Sources: Materials to Support Math and Reading Instruction - 199 - State Comp Ed - \$4,025	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Educators will design and implement grade level Common Formative Assessments (CFAs) and utilize data to structure quality intervention time . Strategy's Expected Result/Impact: Learners will receive differentiated, targeted instruction in a small group setting at least twice a week though scheduled intervention time. Staff Responsible for Monitoring: Campus Administrators, Team Leaders, Instructional Coach, Educators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes. Strategy's Expected Result/Impact: Educators will have a better understanding of assessment data which will strengthen instructional design for all learners. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support) will occur. Strategy's Expected Result/Impact: Staff will have a stronger grasp on MTSS implementation and students will receive a more effective level of support in needed areas. Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Educators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching, and resources. Strategy's Expected Result/Impact: Educators will be able to adequately support the language acquisition needs of their Emergent Bilingual learners. Staff Responsible for Monitoring: Campus Administrators, Language Acquisition Specialist, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training, and align structures for data review/documentation of behavioral growth. Strategy's Expected Result/Impact: Behavior incidents will decrease and educators will have a stronger grasp on PBIS strategies. Staff Responsible for Monitoring: Campus Administrators, Counselor and Educators ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 5 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: There is a need to focus on rigorous and engaging instruction in all classrooms. Root Cause: The academic growth and performance of students were not comparable to other campuses with similar demographics.
Problem Statement 3: There is a need for common collaboration time for grade level teams of educators. Root Cause: There is a need for educators to collaborate on instructional planning and assessment due to the ever-changing educational needs of all learners.
Problem Statement 5: There is a need to focus on social emotional skills including the following: feelings, breathing, calming techniques, self awareness, social awareness, and coping strategies. Root Cause: Learners are demonstrating an increasing need for social/emotional support.
School Processes & Programs
Problem Statement 1: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. Root Cause : Continued need to focus on safety and inclusivity in our world and align our practices across the campus.

Goal 1: Personal Growth and Experiences: We as CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 3: Various tools will be utilized to measure learner success and levels of engagement in learning.

Evaluation Data Sources: MAP Scores, I-Station, Common Formative Assessments, Summative Assessments, Power BI Reports, Remote Learning Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and training to campus educators in supporting all learners through Professional Learning Communities (PLC's), the Response to Intervention process (RTI), Multi-Tiered Systems of Support -(MTSS) and Understanding by Design (UBD). Strategy's Expected Result/Impact: Educators will provide quality instruction to all learners and will be able to differentiate instruction effectively. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social-emotional needs. Strategy's Expected Result/Impact: Teachers will have a broad range of knowledge in supporting the needs of all learners in their classrooms. Staff Responsible for Monitoring: Campus Administrators, ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Implement specific tutoring plans, per House Bill 1416, that focus on learners who have not met standard on state assessments and are in need of additional learning support. Strategy's Expected Result/Impact: Students who did not meet standard on 2023 STAAR tests will receive targeted support that will ensure their growth and mastery of current grade-level TEKS. Staff Responsible for Monitoring: Campus Administrators, Educators ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: There is a need to identify and align campus practices supporting equity, equality, and inclusion of all learners and staff. Root Cause: Lack of systemic knowledge and understanding about how equity, equality, and inclusion impact others.
Student Learning
Problem Statement 1: There is a need to focus on rigorous and engaging instruction in all classrooms. Root Cause: The academic growth and performance of students were not comparable to other campuses with similar demographics. Problem Statement 4: There is a need for additional supports/resources for interventions through RtI to ensure learner growth. Root Cause: Many learners are showing gaps in instruction due to the inconsistency of instruction over the past 2 years.

Goal 1: Personal Growth and Experiences: We as CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 4: Student achievement and progress levels will exceed state and national (where applicable) standards/averages for all student groups.

Evaluation Data Sources: 2023 STAAR scores, 2023 TELPAS scores, Lesson Plans, CTT Agendas

Strategy 1 Details	Reviews			
Strategy 1: A Campus Data Room will be created to analyze MAP assessments and use the information obtained to guide instructional decisions. Strategy's Expected Result/Impact: Teachers will design lessons based on the needs of each of their learners. Students will make academic growth in all subject areas. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Staff members will analyze different pieces of 2023 STAAR Data (ie. questions missed, patterns in responses made) to meet the needs of individual learners by designing targeted instruction for each learner Strategy's Expected Result/Impact: Learners in all student groups will exceed state scores/averages in all areas assessed (as measured by 2022 STAAR scores). Staff Responsible for Monitoring: Campus Administrators, Educators, Instructional Coach, ESL Facilitator, Sp Education educators, GTI Facilitator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Staff members will analyze TELPAS results to meet the needs of our ELL learners by designing targeted interventions for each learner. Strategy's Expected Result/Impact: Each ELL learner will make at least a year's growth on TELPAS. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, ESL Facilitator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 4 Problem Statements:





Student Learning
Problem Statement 1: There is a need to focus on rigorous and engaging instruction in all classrooms. Root Cause: The academic growth and performance of students were not comparable to other campuses with similar demographics.
Problem Statement 4: There is a need for additional supports/resources for interventions through RtI to ensure learner growth. Root Cause: Many learners are showing gaps in instruction due to the inconsistency of instruction over the past 2 years.

Goal 2: Authentic Contributions: We as CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 1: All K through 5th-grade learners will participate in at least two courses/activities focused on career, college and life readiness.

Evaluation Data Sources: Genius Hour plans, Mindfulness techniques, Class Meetings

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten through fifth-grade learners will participate in Genius Hour, Buddy Class Activities, and Mindfulness activities to develop leadership and lifelong career skills. Strategy's Expected Result/Impact: Learners will demonstrate leadership and positive "soft" skills necessary for success in future careers. Learners will utilize Mindful strategies during conflicts and challenging situations. School discipline data will indicate a drop in referrals and behavior issues. Staff Responsible for Monitoring: Campus Administrators, Educators, Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training and resources to educators enhancing curriculum connections to real-world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness elementary through secondary. Strategy's Expected Result/Impact: Teachers will build stronger real-world connections across all subject areas. Learning will become more concrete for learners. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 6	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Implement STEAM (Science, Technology, Engineering, Art and Mathematics) into our elementary specials classes. Strategy's Expected Result/Impact: There will be an improvement in student understanding of Science, Technology, Engineering, Art and Mathematics. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, STEAM Instructional Coach TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 1, 6	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to identify and align campus practices supporting equity, equality, and inclusion of all learners and staff. Root Cause: Lack of systemic knowledge and understanding about how equity, equality, and inclusion impact others.
Student Learning
Problem Statement 1: There is a need to focus on rigorous and engaging instruction in all classrooms. Root Cause: The academic growth and performance of students were not comparable to other campuses with similar demographics. Problem Statement 6: There is a need to identify and utilize additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth and success.

Goal 2: Authentic Contributions: We as CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 2: All K through 5th-grade learners will have multiple opportunities to highlight and showcase evidence of academic, social-emotional learning and interest/passions. (i.e. service learning, digital portfolios, presentations, goal setting tools, etc.)

Evaluation Data Sources: Schoology, Lesson Plans, CTT Agendas

Strategy 1 Details	Reviews			
Strategy 1: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices. Strategy's Expected Result/Impact: Learners will have multiple opportunities to showcase their learning through creative and innovative practices. Staff Responsible for Monitoring: Campus Administrators, Educators ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning. Strategy's Expected Result/Impact: Students will have a digital representation of their academic growth and performance. Staff Responsible for Monitoring: Campus Administrators, Educators ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 6	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 6: There is a need to identify and utilize additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth and success.

Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 1: Cottonwood Creek will continue to review current and create new curriculum documents, training, and implement specific programs to provide needed support/resources for counseling and social-emotional learning.

Evaluation Data Sources: Panorama Data, Classroom Observations

Strategy 1 Details	Reviews			
Strategy 1: Continued training and support for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying. Strategy's Expected Result/Impact: Learners will understand the importance of digital citizenship and practice appropriate digital usage. Staff Responsible for Monitoring: Campus Administrators, DLI, Librarian, Counselor, Educators ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Align implementation of social-emotional support structures: class meetings, check-ins, and restorative practices. Strategy's Expected Result/Impact: Educators have a better understanding of their learners' social-emotional needs and are better equipped to address these needs in a more impactful way. Staff Responsible for Monitoring: Administrators, Counselor, Instructional Coach, Educators ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 5	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Continue revising, updating, implementing and evaluating current PK-12 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education. Strategy's Expected Result/Impact: Students will be able to effectively manage their emotions and will be prepared to be outstanding citizens in their communities. Staff Responsible for Monitoring: Campus Administrators, Counselor, Instructional Coach, Educators ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content) Strategy's Expected Result/Impact: Students will have a stronger understanding of grade-level specific Health TEKS. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to identify and align campus practices supporting equity, equality, and inclusion of all learners and staff. Root Cause: Lack of systemic knowledge and understanding about how equity, equality, and inclusion impact others.
Student Learning
Problem Statement 5: There is a need to focus on social emotional skills including the following: feelings, breathing, calming techniques, self awareness, social awareness, and coping strategies. Root Cause: Learners are demonstrating an increasing need for social/emotional support.
School Processes & Programs
Problem Statement 1: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. Root Cause : Continued need to focus on safety and inclusivity in our world and align our practices across the campus.

Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 2: Cottonwood Creek will continue to investigate, explore and create tools/strategies that support our families ability to enhance and extend their child's learning.

Evaluation Data Sources: Culture Carnival, Weekly Watch, Curriculum Night, Family Nights

Strategy 1 Details	Reviews			
Strategy 1: CCE continues to explore strategies/tools which support our families in their desire to be a part of their child's educational career and our school community. (Weekly Watch, Curriculum Nights, etc.) Strategy's Expected Result/Impact: Our school will host a variety of opportunities for our school community to come together to support the learners of CCE. Activities such as Curriculum Nights, etc. will be evaluated to ensure their impact on our learners' success and well-being. Staff Responsible for Monitoring: Campus Administrators, Educators, Parent feedback, ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue providing training to align practices and review and analyze discipline, behavior, and threat assessment data to look at equitable practices and interventions/supports for learners. Strategy's Expected Result/Impact: Educators will have a stronger understanding of behavior management strategies. Discipline will be handled in an equitable manner. Staff Responsible for Monitoring: Campus Administrators, Educators ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 5	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There is a need to identify and align campus practices supporting equity, equality, and inclusion of all learners and staff. Root Cause: Lack of systemic knowledge and understanding about how equity, equality, and inclusion impact others.

Student Learning

Problem Statement 5: There is a need to focus on social emotional skills including the following: feelings, breathing, calming techniques, self awareness, social awareness, and coping strategies. **Root Cause:** Learners are demonstrating an increasing need for social/emotional support.





Problem Statement 6: There is a need to identify and utilize additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth and success.

Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 3: Cottonwood Creek will provide structures and/or strategies to support social-emotional needs.

Evaluation Data Sources: Guidance lessons, social groups, classroom meetings, mindfulness activities, Scholastic Social-Emotional Learning through Literacy, Panorama, Buddy Class Activities, Daily Lessons on CCNN

Strategy 1 Details	Reviews			
Strategy 1: Learners participate in daily mindfulness activities. Guidance lessons on mindful strategies are provided by our counselor for each grade level. The structure of monthly Buddy Classes includes soft skill lessons and practice opportunities for mindfulness strategies. Strategy's Expected Result/Impact: Learners will practice and demonstrate strategies of mindfulness and positive emotional well-being. Staff Responsible for Monitoring: Campus Administrators, Counselor, Educators ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Align implementation of social-emotional support structures: class meetings, check-ins, and restorative practices. Strategy's Expected Result/Impact: All learners will receive effective and equitable social-emotional support in their classrooms. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators, Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 5	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: A calm-down area will be created in each classroom. Also, a schoolwide sensory room is available for use under teacher supervision. Strategy's Expected Result/Impact: Students are better equipped to regulate and positively address their emotions when needed. Staff Responsible for Monitoring: Campus Administrators, Counselor and Educators ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize Panorama tools including: Social-emotional learning data, Playbook strategies, and Student Success Platform to support social-emotional needs. Strategy's Expected Result/Impact: Educators are better equipped to support learners' social-emotional needs. Staff Responsible for Monitoring: Campus Administrators, Counselor, Educators ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Continue our focus on social-emotional learning/well-being for staff. Strategy's Expected Result/Impact: Staff will feel supported and will have many opportunities to nurture social-emotional well-being. Staff Responsible for Monitoring: Administrators, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 5: There is a need to focus on social emotional skills including the following: feelings, breathing, calming techniques, self awareness, social awareness, and coping strategies. **Root Cause:** Learners are demonstrating an increasing need for social/emotional support.





Perceptions

Problem Statement 1: There is a need to focus on the social emotional wellness of staff members. **Root Cause:** Teacher workload and stress have increased and teachers need opportunities to take care of their emotional and mental well-being.

Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 4: Cottonwood Creek will continue to implement safety procedures and protocols throughout all facilities.

Evaluation Data Sources: Standard Response Protocol training, regular drills, updated maps and emergency plans, regular meetings with Campus Crisis Team and MAT Team, COVID-19 Protocols and Procedures, Navigate Prepared





Strategy 1 Details	Reviews			
Strategy 1: We will continue to monitor and improve the safety and security of our school. Strategy's Expected Result/Impact: The students and staff will participate in scheduled fire drills, lockdown drills, shelter drills, and lockout drills throughout the year in order to prepare our school community for emergency situations. Our staff will be trained in SRP and CPR. Teachers will be trained and be able to use Raptor Alert in all safety drills. Staff Responsible for Monitoring: Campus Administrators, Educators, and Staff ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: We will meet our campus-wide goal of 100% CPR and AED certified staff. Strategy's Expected Result/Impact: Our staff will be trained in CPR and AED use. This will ensure that we are able to effectively use these tools in emergency situations. Staff Responsible for Monitoring: Campus Administrators, Nurse, Staff ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. Root Cause : Continued need to focus on safety and inclusivity in our world and align our practices across the campus.

Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 5: CISD will continue to provide clarity and understanding of the importance of equity, equality, and inclusion for all.

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze discipline data in order to look at equitable practices and interventions/supports. Strategy's Expected Result/Impact: We will provide an equitable level of interventions/supports. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue building awareness and processes supporting accessibility under the American with Disabilities Act (ADA) and promoting access to resources, training, facility needs, and overall responsiveness regarding equity with interventions/supports for individuals with disabilities. Strategy's Expected Result/Impact: Our school is in compliance with all ADA guidelines. Staff Responsible for Monitoring: Administrators, Counselor, Educators ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:





Demographics
Problem Statement 3: There is a need to identify and align campus practices supporting equity, equality, and inclusion of all learners and staff. Root Cause: Lack of systemic knowledge and understanding about how equity, equality, and inclusion impact others.
School Processes & Programs
Problem Statement 1: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. Root Cause : Continued need to focus on safety and inclusivity in our world and align our practices across the campus.

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 1: Cottonwood Creek will provide aligned professional learning and calibrate the implementation of Professional Learning Communities (PLCs).

Evaluation Data Sources: Meeting agendas, Intervention Plans, Learner Data

Strategy 1 Details	Reviews			
Strategy 1: Educators will participate in Collaborative Team Time every week (during school hours). Strategy's Expected Result/Impact: Grade level teams will become more collaborative and goal focused through this work. Instruction and student success will be positively impacted. CFAs will be designed and implemented. Both large group and small group instruction will become more targeted to meet the needs of our learners. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Monthly staff meetings will be instructionally focused. Professional Learning will be an integral part of the meeting. Strategy's Expected Result/Impact: Staff will become more competent in PLCs, Mindfulness strategies, ELL strategies, Social-Emotional Health for Staff and Learners Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, PLC Cohort, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities. Strategy's Expected Result/Impact: Grade-level teams will become more collaborative and goal-focused through this work. Instruction and student success will be positively impacted. Staff Responsible for Monitoring: Administrators, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Calibrate, align and provide support for our educators concerning needs for professional learning. Strategy's Expected Result/Impact: Educators will be able to participate in professional learning that is specific to the needs of their position, grade level, or campus needs. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to focus on rigorous and engaging instruction in all classrooms. Root Cause: The academic growth and performance of students were not comparable to other campuses with similar demographics.
Problem Statement 3: There is a need for common collaboration time for grade level teams of educators. Root Cause: There is a need for educators to collaborate on instructional planning and assessment due to the ever-changing educational needs of all learners.

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 2: To provide additional support for all learners, Cottonwood Creek will calibrate and streamline the RTI Process to integrate with our PLC practices.

Evaluation Data Sources: Learner Data, Intervention Plans

Strategy 1 Details	Reviews			
Strategy 1: RtI meetings will be streamlined and focused on effective instructional strategies that promote student growth. Strategy's Expected Result/Impact: Students will be closely monitored and appropriate action will be taken to ensure student success. RTI Intervention check-ins will occur during Collaborative Team Time. Staff Responsible for Monitoring: Assistant Principal, Educators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue researching, developing, and implementing a CISD Community Based Accountability System. Strategy's Expected Result/Impact: Increased learner growth and achievement. Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 6	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: There is a need for additional supports/resources for interventions through RtI to ensure learner growth. Root Cause: Many learners are showing gaps in instruction due to the inconsistency of instruction over the past 2 years.
Problem Statement 6: There is a need to identify and utilize additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth and success.

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 3: Cottonwood Creek will create an aligned system for Professional Learning informed by qualitative and quantitative data sources.

Evaluation Data Sources: Meeting agendas, Professional Learning programs

Strategy 1 Details	Reviews			
Strategy 1: Educators will have options for Professional Learning based on educator and learner needs. Strategy's Expected Result/Impact: Professional Learning will focus on district and campus initiatives with differentiated options for educators. It will be designed and led by staff members, administrators, and other qualified personnel. Strategies, techniques, and ideas learned will be implemented in the classrooms, in grade-level meetings, and throughout the campus. Staff Responsible for Monitoring: Campus Administrators, Educators, CISD personnel, Instructional Coach, Consultants TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a need to focus on rigorous and engaging instruction in all classrooms. Root Cause: The academic growth and performance of students were not comparable to other campuses with similar demographics.

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 4: Cottonwood Creek will implement a system to streamline the inventories of resources purchased with the district Instructional Materials Allotment funds, Federal funds, State, District and campus funds.

Strategy 1 Details	Reviews			
Strategy 1: Implement TIP Web inventory system to ensure we are keeping track and utilizing all purchases concerning resources used for curriculum, instruction, and assessment (textbooks, online resources, district and campus purchases - both local and federal) Strategy's Expected Result/Impact: Cottonwood Creek will have a more comprehensive knowledge of available campus resources. Staff Responsible for Monitoring: Campus Administrators, Front Office Staff ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				





Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: There is a need to review, analyze and evaluate campus expenses to support long range budgeting needs. Root Cause: Lack of funding from the state and sustainability for future needs

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 5: Continue the CISD Strategic Design Advocacy work surrounding the district core values.

Evaluation Data Sources: Agendas, Meeting Minutes

Strategy 1 Details	Reviews			
Strategy 1: Continue centering campus decisions and work around the CISD Core Values - Great Teaching, Redefining Success, Relationships & Engagement- and refine the filter used to measure progress in these areas. Strategy's Expected Result/Impact: Decisions made at the campus level are aligned with one or more of the CISD Core Values. Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 1, 6	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 5 Problem Statements:

Demographics
Problem Statement 3: There is a need to identify and align campus practices supporting equity, equality, and inclusion of all learners and staff. Root Cause: Lack of systemic knowledge and understanding about how equity, equality, and inclusion impact others.
Student Learning
Problem Statement 1: There is a need to focus on rigorous and engaging instruction in all classrooms. Root Cause: The academic growth and performance of students were not comparable to other campuses with similar demographics. Problem Statement 6: There is a need to identify and utilize additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth and success.

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 6: CISD will continue to review and maintain safety and security practices and will work to implement any additional strategies/ protocols put in place by the state.

Evaluation Data Sources: Drill Logs, Safety Meeting Agendas

Strategy 1 Details		Reviews			
Strategy 1: Ensure all safety drills take place within the district, specific training for staff and learners concerning safety practices occurs, and identify any additional needs of safety support to be implemented based on state requirements/ recommendations. Strategy's Expected Result/Impact: Educators and students will be fully prepared for any emergency situations. The campus will be fully secured on a daily basis. Staff Responsible for Monitoring: Campus Administrators, Office Staff, Educators ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. Root Cause : Continued need to focus on safety and inclusivity in our world and align our practices across the campus.

State Compensatory

Budget for Cottonwood Creek Elementary

Total SCE Funds: \$5,106.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

These funds will be used for academic programs that directly impact the learning and intervention needs of our at-risk learners. These learning opportunities will focus on increasing proficiency in grade-level standards.

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Materials to Support Math and Reading Instruction		\$4,025.00
Sub-Total					\$4,025.00