Coppell Independent School District

District Improvement Plan

2019-2020

Mission Statement

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

Values

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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Demographics Summary

DEMOGRAPHICS

In the 2018-19 school year, Coppell ISD consisted of 10 elementary schools, 3 middle schools, an alternative school, a ninth grade center and two high schools, one of which is dedicated to project based learning. The district enrolls learners from Coppell and neighboring cities, including Irving, Lewisville, and Dallas. The district opened in 1959 with approximately 175 learners. Enrollment in 2018-19 was 12,912 which represents an increase of 10.7% from 5 years ago.

In 2018-19, the student population was 50.1% Asian, 28.8% White, 13.3% Hispanic, 4.2% African American, 0.2% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 3% multi-racial. Females made up 48.4% of the learners and males represented 51.5%. Our economically disadvantaged percentage was 9.2%.

Our English Learner (EL) population consisted of 1,182 learners that made up 9.1% of our district. The top 5 foreign languages spoken by this student group were: Spanish (25.4%), Telugu (17%), Tamil (7.1), Japanese (6.6%), and Hindi (6.4%). Additionally, 24.8% of our ELs were also economically disadvantaged.

Our 2,227 gifted and talented learners constituted 17.2% of our population. Our gender split in the GT group was 45.3% female and 54.6% male. Of the four major ethnic groups, our GT learners were 64.9% Asian, 24.6% White, 6.3% Hispanic and 0.9% African American.

We had 1,040 learners that qualified for special education services, which represented 8% of our population. There were 927 learners with 504 accommodations, which was 7.1% of the total enrollment.

The average daily attendance for our district in 2018-19 was 96.9%, which remained the same from the prior year.

STAFFING

CISD employed 790 educators and 110 instructional aides in the 2018-19 school year. The number of teachers increased by 30 from the prior year while the number of aides increased by 21. The ethnic breakdown for the teaching staff was 5.3% Asian, 82.7% White, 7.7% Hispanic, 2.7% African American, 0.5% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0.8% multi-racial. Females made up 78.1% of the educators and males represented 21.9%.

Overall, our educators had a varying level of professional experience: 12.2% (97) were new to teaching with 0-1 years of experience, 23.1% (183) had 2-5 years, 20.6% (163) had 6-10 years, 17.4% (138) had 11-15 years, 12.4% (98) had 16-20 years, and 14% (111) had more than 20 years. Looking at longevity within the district, 29.1% of our teachers had 0-1 years in district, 34.4% had 2-5 years, 13% had 6-10 years, 12.2% had 11-15 years, 7.4% had 16-20 years and 3.6% had more than 20 years. The average years of professional experience was 12.4 with 7.8 years in the district.

Advanced degrees were held by 27.8% of our teachers: 210 with master's degrees and 10 with doctorates. Our campus principals had an average of 22 years of career experience in a professional position (not necessarily as a principal) and 11 years in Coppell. Our assistant principal(s) had an average of 16.5 years of professional experience and 7.1 years in the district.

Our educator retention rate from 2017-18 to 2018-19 was 86.3%. For educational aides it was 79.01%. We hired 126 new teachers in 2018-19. The characteristics of our new teachers were as follows: 8.7% Asian, 60.3% White, 8.7% Hispanic, 7.9% African American, 78.5% female, 21.4% male, 48.4% new to teaching, 17.4% with 2-5 years of professional experience, 19% with 6-10 years, 7.9 with 11-15 years, 4.7% with 16-20 years, 2.3% with more than 20 years and 15.9% new to their campus. The average years of professional experience was 4.8. 26.9% of our new teachers had advanced degrees.

Demographics Strengths

- Location within Metroplex
- Over 100 languages spoken
- Diversity of the district
- Graduates impact locally and globally
- Learning environments promote inclusion
- Culturally responsive community

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities

Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement

Student Academic Achievement Summary

District Student Academic Achievement

STAAR

The state has four performance labels for learners who take a STAAR assessment. The labels and definitions are in the table below.

Did Not Meet	Approaches	Meets	Masters
Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.	Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.	Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.	Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

In the following data, the Coppell ISD utilizes the All Students Meets performance level for the passing percentages below. STAAR ALT and STAAR ALT 2 are not included. Spanish testing versions are not included.

From 2015-2019, the Coppell ISD experienced an increase in performance on 88% of the STAAR Mathematics assessments on the Meets passing percentage. The data below reflects the March and/or April administration for grades 5 and 8.

- Grade 3: 65% to 71%

- Grade 4: 58% to 77%

- Grade 5: 70% to 81%

- Grade 6: 80% to 76%

- Grade 7: 72% to 87%

- Grade 8: 33% to 91%

- Algebra I: 72% to 87%

On the STAAR Reading assessment over the 2015-2019 time-frame, the district saw 100% of the grade levels as showing an increase on the Meets passing percentage. The data below reflects the March and/or April administration for grades 5 and 8.

- Grade 3: 62% to 70%

- Grade 4: 68% to 72%

- Grade 5: 70% to 81%

- Grade 6: 70% to 71%

- Grade 7: 64% to 80%

- Grade 8: 70% to 84%

- English I: 82% to 88%

- English II: 80% to 83%

On the STAAR Science assessment over the 2015-2019 time-frame, the district experienced 100% of the assessments increasing on the Meets passing percentage.

- Grade 5: 51% to 68%

- Grade 8: 62% to 83%

- Biology: 81% to 88%

On the STAAR Social Studies assessments from 2015-2019, both grade levels experienced an increase in the Meets passing percentage.

- Grade 8: 53% to 75%

- U. S. History: 81% to 92%

On the STAAR Writing assessments from 2015 to 2019, both grade levels experienced an increase in the Meets passing percentage.

- Grade 4: 56% to 67%

- Grade 7: 60% to 71%

SEE BELOW FOR TABLES OF DATA

"ALL STUDENTS" CATEGORY ACHIEVED THE MEET PASSING STANDARD (CHANGE IN PERFORMANCE FROM 2015 TO 2019)					
GRADE	READING	MATH	SCIENCE	SOCIAL STUDIES	WRITING
3	62% to 70%	65% to 71%			
4	68% to 72%	58% to 77%			56% to 67%
5 (Mar/Apr)	70% to 81%	70% to 81%	51% to 68%		
6	70% to 71%	80% to 76%			
7	64% to 80%	72% to 87%			60% to 71%
8	70% to 84%	33% to 91%	62% to 83%	53% to 75%	
Algebra I		72% to 87%			
Biology			81% to 88%		
English I	82% to 88%				
English II	80% to 83%				
U.S. History				81% to 92%	

ECONOMICALLY DISADVANTAGED ACHIEVED THE MEET PASSING STANDARD (CHANGE IN PERFORMANCE FROM 2015 TO 2019)					
GRADE	READING	MATH	SCIENCE	SOCIAL STUDIES	WRITING

ECONOMICALLY DISADVANTAGED ACHIEVED THE MEET PASSING STANDARD (CHANGE IN PERFORMANCE FROM 2015 TO 2019)					
3	30% to 42%	30% to 29%			
4	33% to 52%	23% to 49%			21% to 37%
5 (Mar/Apr)	36% to 64%	31% to 54%	17% to 40%		
6	24% to 44%	42% to 59%			
7	31% to 50%	46% to 61%			31% to 39%
8	49% to 59%	13% to 70%	31% to 56%	28% to 48%	
Algebra I		40% to 61%			
Biology			56% to 64%		
English I	58% to 63%				
English II	60% to 57%				
U.S. History				67% to 75%	

SPECIAL EDUCATION ACHIEVED THE MEET PASSING STANDARD (CHANGE IN PERFORMANCE FROM 2015 TO 2019)					
GRADE	READING	MATH	SCIENCE	SOCIAL STUDIES	WRITING
3	23% to 33%	23% to 32%			
4	14% to 31%	16% to 39%			8% to 25%
5 (Mar/Apr)	21% to 29%	26% to 25%	15% to 18%		
6	16% to 21%	36% to 39%			
7	17% to 19%	27% to 34%			3% to 8%
8	8% to 23%	5% to 36%	8% to 21%	5% to 19%	

SPECIAL EDUCATION ACHIEVED THE MEET PASSING STANDARD (CHANGE IN PERFORMANCE FROM 2015 TO 2019)				
Algebra I		3% to 28%		
Biology			22% to 42%	
English I	18% to 33%			
English II	16% to 23%			
U.S. History				27% to 47%

LIMITED ENGLISH PROFICIENT (Current LEP) ACHIEVED THE MEET PASSING STANDARD (CHANGE IN PERFORMANCE FROM 2015 TO 2019)					
GRADE	READING	MATH	SCIENCE	SOCIAL STUDIES	WRITING
3	37% to 51%	45% to 62%			
4	29% to 47%	37% to 66%			36% to 46%
5 (Mar/Apr)	23% to 51%	44% to 69%	16% to 40%		
6	18% to 15%	55% to 53%			
7	7% to 27%	40% to 64%			14% to 15%
8	24% to 34%	22% to 70%	20% to 38%	5% to 32%	
Algebra I		27% to 61%			
Biology			31% to 39%		
English I	23% to 38%				
English II	33% to 30%				
U.S. History				29% to 55%	

Student Academic Achievement Strengths

- Overall performance on SAT, ACT and AP assessments - well above state levels and approaches or exceed the national level of performance
- 90 National Merit Commended (Coppell High School 2019 Graduating Class)
- 33 National Merit Semi-Finalists (Coppell High School 2019 Graduating Class)
- 32 National Merit Finalists (Coppell High School 2019 Graduating Class)
- Participation and success in co-curricular and extra curricular activities
- Successful Athletic Programs and Opportunities Given

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause**: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs

Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. **Root Cause**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Problem Statement 4
: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment across the district with implementation of the district curriculum

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause**: Lack of focus in the district on the social emotional/well-being of learners

Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause**: Lack of alignment with iPad utilization and new implementation of 1:1 across the district

Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. **Root Cause**: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement

District Processes & Programs

District Processes & Programs Summary

Inspired by Creating a New Vision for Public Education in Texas, which outlines ideas and premises for transforming education to better address the needs of learners and educators, Coppell ISD designs processes and implements programs which allow for the construction of knowledge, disciplined inquiry and connections in and beyond the classroom. It is the district's goal to provide nurturing learning through a constructivist mindset, with meaningful dialogue, collaboration, and reflection.

Focused on continuous improvement that results in excellence for each child, Coppell ISD serves learners through specialized programs related to individualized learner need and interest. The district offers a variety of programs including, but not limited to: International Baccalaureate, Coding, STEM, Bilingual Education, Career and Technical Education, Great Expectations, Schoolwide Enrichment Model, Challenge Based Learning and Gifted and Talented education programs. The community is focused on providing a premier education by designing digital and physical learning environments that promote engagement, developing an aligned curriculum to support all learners, supporting a balanced assessment and shared accountability system for learning, and building strong local, state, global partnerships.

Dedicated to program effectiveness for maximized learning, Coppell ISD continually works to design, develop and evaluate each program annually as required by state and federal requirements. Program evaluations ensure local, state, and national guidelines are met including staffing, certifications, professional learning, resources, and budgeting are delivered with efficiency and equity. The programs produce the intended outcomes demonstrating results that are equal to or exceed state or national performance as it pertains to learner participation, achievement, certifications, and endorsements.

As a Texas Education Agency designated District of Innovation district, Coppell ISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of learners in the community.

District Processes & Programs Strengths

- National District of Character
- Top 10 Pre-AP/AP Programs in Metroplex
- Award Winning Fine Arts and Athletics
- Special Education and Dyslexia Programs
- International Baccalaureate Primary Years Programme and Diploma Programme
- New Tech Network School
- Challenge-based, Project-based and Problem-based learning opportunities
- Great Expectation Model Schools

- Flexible learning environments
- School Garden Programs
- Dual Language Program
- Net-zero Schools
- Athletics State and National Championship
- Digital Learning Opportunities

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all

Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based. **Root Cause**: Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning

Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause**: Lack of alignment and sustainability within professional learning

Perceptions

Perceptions Summary

In November 2017, Coppell ISD kicked off a Strategic Design effort as the previous long-range planning effort, Pinnacle 2020, was nearing its completion. For that reason and new district leadership, the time was right to design of the next chapter of the CISD Story.

The first phase of the process, Discovery & Definition, resulted in the development of new district Values derived through feedback sought from stakeholders which included teachers, current and former parents, current and former students, administrators, and local community members. These values represent not only what makes CISD unique and special, but also areas of improvement centering on the themes of engagement, great teaching, redefining success and relationships. The Board of Trustees overwhelmingly approved these Values at the June 2018 Board Meeting.

The second phase of the Strategic Design effort will include driving awareness of and building advocacy for the district Values among each stakeholder group. In parallel, the district will kick off the Design and Deliver steps in the process. This next focus will be to generate innovative solutions to the top priority strategies, which were also defined in the first phase of the effort.

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.

As we move into 2019-2020, we will continue our efforts with Redefining Success as well as have a strong focus on Engagement. We will also be implementing our next steps with a CISD Community-Based Accountability System in which we are using various types of data across the district to highlight strengths and areas of growth besides the traditional state accountability system currently in place.

Perceptions Strengths

- Value collective engagement
- Value Great Teaching
- Value Authentic Relationships
- Value Each Individuals' Contribution
- High Focus on Academics and Expectations for Learning

- High Focus on All Learners Going to College
- High Focus on Safety within Learning Environments

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child

Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Priority Problem Statements

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.
Root Cause 1: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention.
Root Cause 2: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: There is a need to create and maintain systems to support high levels of learning for all.
Root Cause 3: Barriers exist within the current system for learning for all
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications.
Root Cause 4: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.
Root Cause 5: Lack of alignment across the district with implementation of the district curriculum

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners.

Root Cause 6: Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy.

Root Cause 7: Lack of focus in the district on the social emotional/well-being of learners

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement.

Root Cause 8: Lack of alignment with iPad utilization and new implementation of 1:1 across the district

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: There is a need to ensure that professional learning decisions are evidence-based.

Root Cause 9: Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need to ensure professional learning is aligned across the district and campuses.

Root Cause 10: Lack of alignment and sustainability within professional learning

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is a need to focus on the social emotional wellness of learners.

Root Cause 11: Greater focus on academic learning instead of focusing on the whole child

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district.

Root Cause 12: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need to identify and elevate additional measures of success for learners.

Root Cause 13: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 13 Areas: Perceptions

Problem Statement 14: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement.

Root Cause 14: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement

Problem Statement 14 Areas: Student Academic Achievement

Problem Statement 15: There is a need to enhance communication and engagement for families.

Root Cause 15: Barriers exist within the current system with communication and engagement opportunities

Problem Statement 15 Areas: Demographics

Problem Statement 16: There is a need for additional professional learning for staff members to eliminate potential bias.

Root Cause 16: Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 16 Areas: Demographics

Problem Statement 17: There is a need to establish and maintain strong, positive relationships for all learners.

Root Cause 17: Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 17 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

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: All PK-12th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

Evaluation Data Source(s) 1: STAAR data, Response to Intervention data, district universal screener data, TELPAS data, Core Content Academies, Professional Learning opportunities, Certification of Educators

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Training aligned to the implementation of the revised high priority learning standards (HPLS) and curriculum documents will be provided	Assistant Superintendent of Curriculum and Instruction and Curriculum Department	- High quality Tier I instruction for learners - Awareness and utilization of the curriculum documents district-wide				
Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1 - Perceptions 3						
2) Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies	Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators	- High quality Tier I instruction for learners - Checklist of look fors highlighting specific instructional strategies in all content areas				
Problem Statements: Student Academic Achievement 1, 2, 4, 8 - School Processes & Programs 1, 2, 3						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause 2**: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. **Root Cause 3**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. **Root Cause 8**: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all
Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based. **Root Cause 2**: Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning
Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause 3**: Lack of alignment and sustainability within professional learning

Perceptions
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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 all learners.

    Evaluation Data Source(s) 2: STAAR data, TELPAS data, Response to Intervention data, district universal screener data, Professional Learning Community data (common formative assessments), Learning Walks (photos, evidence of learning, walk-throughs)

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes	Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators	- Development of data analysis protocol - Awareness, training and implementation of data analysis protocols - TAIS process - Professional Learning Community data - Increased student achievement				
Problem Statements: Student Academic Achievement 4, 5, 8 - School Processes & Programs 1 - Perceptions 3						
2) NWEA MAP training and implementation will occur to support a proactive approach in collecting data which supports alignment of skills and strengthens differentiation in learning	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Assistant Principals, Instructional Coaches, and ESL Facilitators	- Increased growth of learners in content areas assessed -Increased knowledge of educators with data analysis and differentiation of instruction -Alignment across the district of data tools being used proactively to find strengths and needs of learners				
Problem Statements: Student Academic Achievement 1, 2, 5 - School Processes & Programs 1, 3 - Perceptions 3						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
3) Schoology AMP training and implementation will continue for common formative assessments and data collection	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, and ESL Facilitators	- Alignment across the district of data tools being used throughout the year to find strengths and needs of learners -Increased knowledge of educators with data analysis and differentiation of instruction - Increased growth of learners in all content areas				
	Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 4, 5, 7, 8 - School Processes & Programs 1, 3 - Perceptions 3					

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. **Root Cause 8**: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause 2**: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause 7**: Lack of alignment with iPad utilization and new implementation of 1:1 across the district

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all
Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause 3**: Lack of alignment and sustainability within professional learning

Perceptions
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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 Source(s) 3: District committee created resources (curriculum, assessment tools and trainings), Strategic design strategies for redefining success and engagement

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Identify and provide tools, resources and supports such as Schoology, iPads/technologies and Panorama to help with strengthening high levels of engagement in learning	Curriculum Department, Administrative Services, Technology Department, Digital Learning Coaches, Instructional Coaches, and ESL Facilitators	- Impact on overall learner growth and engagement - Stronger utilization of tools such as Schoology for learners and parents - Implementation of Panorama for gathering specific feedback from learners, staff and families about engagement and needs -Updated training for 6-12 iPad support and continuing to look at specific data with resources on learner growth with technologies				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 1, 4, 5, 6, 7, 8 - School Processes & Programs 1 - Perceptions 1, 3						
2) Continue implementing goals with Community Based Accountability through our Texas Public Accountability Consortium (TPAC) district team to identify strengths and areas of growth for the district as a whole	Assistant Superintendent of Curriculum and Instruction and TPAC district team	-Online/printed pamphlet/handout highlighting specific data points besides STAAR and state based testing accountability -Focused areas of strengths highlighted as a district and areas of improvment				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 3, 5, 6, 8 - School Processes & Programs 1 - Perceptions 1, 2, 3						
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities

Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause 6**: Lack of focus in the district on the social emotional/well-being of learners

Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause 7**: Lack of alignment with iPad utilization and new implementation of 1:1 across the district

Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. **Root Cause 8**: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement

Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. **Root Cause 3**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

School Processes & Programs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Perceptions

Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child

Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

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 standards/averages for all student groups.

      Evaluation Data Source(s) 4: STAAR, TELPAS data, Learning walks

      Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Feb**	**Apr**	**June**
1) Provide resources and training to support educators to identify the proficiency levels of English Learners and plan appropriate classroom strategies	Assistant Superintendent of Curriculum and Instruction, Director of ESL and Bilingual, Curriculum Department and ESL facilitators	- Training for educators on specific classroom strategies to support English Learners - Resources for educators (including embedded items within curriculum documents for English Learners) - Increased utilization of appropriate classroom strategies for English learners - Increased student achievement and progress levels -Use of Success Ed for system of housing learner needs				
	Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 4 - School Processes & Programs 1, 2, 3 - Perceptions 3					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
2) Provide resources and training to campus educators in supporting all learners through Professional Learning Communities (PLC's) and the Response to Intervention process (RTI)	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators	- Trainings developed and implemented - Response to Intervention process clearly defined and supported with resources -Implementation and training of Success Ed as an overarching system - Increase academic achievement and growth for all learners				
	Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 4, 5, 6, 8 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2, 3					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
3) Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Response to Intervention Tier II and Tier III learners, and GTI learners with their overall academic/social emotional needs	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, ESL Facilitators, and Special Education Coordinators	- Trainings developed and implemented - Response to Intervention process clearly defined and supported with resources -IEP's and Service Plans being designed to meet all of learner's needs - Increase academic achievement and growth for all learners - Data gathered from aligned resources (iStation, Dreambox, MAP, Schoology AMP, etc.)				
	Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 1 - Perceptions 2, 3					
	100% = Accomplished	= Continue/Modify	0% = No Progress		= Discontinue	

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. **Root Cause 2**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause 2**: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause 6**: Lack of focus in the district on the social emotional/well-being of learners
Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. **Root Cause 8**: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. **Root Cause 3**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all
Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based. **Root Cause 2**: Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning
Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause 3**: Lack of alignment and sustainability within professional learning

Perceptions
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

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 5: Coppell ISD will increase the number of federal system safeguards met and the number of state system safeguards met over the previous year.

Evaluation Data Source(s) 5: STAAR data, TELPAS data, Response to Intervention campus data, Federal and state accountability data

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue the process of support for campuses with student groups failing to meet the targets on the Closing the Gaps Domain in the 2019 Accountability system	Assistant Superintendent of Curriculum and Instruction, Director of Research, Accountability and Assessment, Director of Federal and State Programs and Curriculum Department	- Campus documentation of data collection, RTI data - FAST (Focus and Support Team) meetings - Increased student achievement and growth				
	Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 1 - Perceptions 3					

100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. **Root Cause 2**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause 2**: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs

Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. **Root Cause 3**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause 7**: Lack of alignment with iPad utilization and new implementation of 1:1 across the district

Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. **Root Cause 8**: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement

School Processes & Programs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Perceptions

Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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 Pre-K through 12th grade learners will participate in at least two courses/activities focused on career, college and life readiness.

Evaluation Data Source(s) 1: Curriculum documents, Panorama Survey data, Data gathered from families and learners on 6-12 course/certification interest, Data gathered on 6-12 course requests and analyzed for specific areas of learning, Training documentation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Feb**	**Apr**	**June**
1) Provide training and resources to educators enhancing curriculum connections to real world application in learning	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, and Director of Community Engagement, Coordinator of Professional Learning, Curriculum Department and Special Programs Coordinator	- Provide training that highlights real world application in lesson design - Increase use of business partners and resident experts to support curriculum connections - Increase learner awareness of career, college and life readiness opportunities				
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 3, 4, 6, 7, 8 - School Processes & Programs 1 - Perceptions 1, 3					

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. **Root Cause 3**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause 6**: Lack of focus in the district on the social emotional/well-being of learners
Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause 7**: Lack of alignment with iPad utilization and new implementation of 1:1 across the district
Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. **Root Cause 8**: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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 Pre-K through 12th 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 Source(s) 2: Learner digital portfolios, digital resources, rubrics, goal setting forms/templates

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, and Digital Learning Coaches	- Learner digital portfolios - Digital Portfolio continued training				
Problem Statements: Demographics 1 - Student Academic Achievement 3, 5, 6, 7, 8 - School Processes & Programs 1, 3 - Perceptions 1, 3						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
2) Resources will be developed which provide educators tools to showcase and assess learning in a variety of ways	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators	- Performance Tasks for math and science - Rubrics for academic and social-emotional growth - Goal setting forms/reflections				
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 4, 5, 6 - School Processes & Programs 1 - Perceptions 1, 3					

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. **Root Cause 3**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth

Student Academic Achievement

Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause 6**: Lack of focus in the district on the social emotional/well-being of learners

Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause 7**: Lack of alignment with iPad utilization and new implementation of 1:1 across the district

Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. **Root Cause 8**: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement

Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum

School Processes & Programs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause 3**: Lack of alignment and sustainability within professional learning

Perceptions

Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child

Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

Performance Objective 1: CISD will continue to review and revise all content curriculum documents and provide needed supports/resources to ensure equitable access of the curriculum and social emotional support structures.

Evaluation Data Source(s) 1: Revised curriculum documents, Administrator and educator feedback, Training resources, Social Emotional Survey data, Specific Training for Counselors and implementation of resources purchased

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Revise curriculum documents and purchase any needed resources to include supports for social/emotional learning	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Curriculum Department, Director of Student and Staff Services, District Crisis Counselors, Coordinator of Behavior Services and Coordinator of School Safety, Campus Counselors	- Utilization of social-emotional curriculum supports within lesson design - Learner growth as indicated through survey/learner goals - Play it Safe, personal safety curriculum (adding additional campuses) - Moderate smoking prevention - Grade 5 and above as needed				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 4, 5, 6, 8 - Perceptions 1, 2, 3						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. **Root Cause 2**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause 6**: Lack of focus in the district on the social emotional/well-being of learners
Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. **Root Cause 8**: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

Performance Objective 2: All Pre-K through 12th grade learners will be provided instruction on utilizing digital tools in learning focusing on: differentiation, assistive technologies, digital citizenship, digital safety, and information literacy.

Evaluation Data Source(s) 2: Panorama survey data, Apple Educator Survey data, Curriculum resources/tools within Schoology highlighting digital learning, Digital Learning trainings housed in Schoology, English Learner Toolkit

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue providing training and supports for digital learning with a focus on 1:1 tools in learning, and differentiation for intervention and enrichment	Assistant Superintendent of Curriculum and Instruction, Director of Digital Learning, Coordinator of Professional Learning, Librarians and Digital Learning Coaches	- Implementation and documentation of access and usage of resources - Increase appropriate use of digital resources -Apple classroom and tools to support academic integrity				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 7, 8 - School Processes & Programs 3 - Perceptions 2, 3						

100% = Accomplished	→ = Continue/Modify	**0%** = No Progress	✗ = Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities

Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause 2**: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. **Root Cause 3**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause 7**: Lack of alignment with iPad utilization and new implementation of 1:1 across the district
Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. **Root Cause 8**: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement

School Processes & Programs
Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause 3**: Lack of alignment and sustainability within professional learning

Perceptions
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

Performance Objective 3: CISD will continue to investigate, explore and create tools/strategies that support our families' ability to enhance and extend their child's learning.

> **Evaluation Data Source(s) 3:** Translated curriculum documents for Dual Language Immersion Program, District documents (letters, handouts, etc.) translated into various languages, Meeting minutes with translator support, Schoology Courses, English learner toolkit for parents, Pre K family literacy and engagement, New comer parent classes, ESL parent classes

> **Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue utilizing the district's translation resource to provide communication in multiple languages	Assistant Superintendent of Curriculum and Instruction, Executive Director of Intervention Services, Director of ESL and Bilingual, Director of Communications, and Director of Community Engagement	- Translate documents and/or resources - Family/community feedback on translated materials				
	Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 4 - School Processes & Programs 1 - Perceptions 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
2) Continue implementing strategies to strengthen connections between our district/campuses and English learners/learners classified as immigrants and families	Assistant Superintendent of Curriculum and Instruction, Executive Director of Intervention Services, Director of ESL and Bilingual, Director of Communications, and Director of Community Engagement	- Stronger communication and collaboration between the district/campuses and families - Opportunities for support that help in bridging language or cultural barriers				

100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. **Root Cause 2**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Perceptions

Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
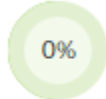
Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 4: CISD will continue to provide training and develop resources for all stakeholders in order to eliminate bias in instruction, assessment, and communication.

    Evaluation Data Source(s) 4: Unconscious Bias - Trainer of Trainer model resources and attendees, Curriculum embedded resources, Equity Policy

    Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide additional Unconscious Bias training to the next level of educators	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Curriculum Department, Director of Student and Staff Services, District Crisis Counselors, Coordinator of Behavior Services and Coordinator of School Safety	- Implement training across the district - Analyze training impact through reflection tools - Increase awareness of unconscious biases				
Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 4 - Perceptions 2						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
2) Research, create and implement a CISD Equity Policy aligning district core values and ensuring equity for all stakeholders	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, and Director of Student and Staff Services	- Equity Plan established, shared and implemented - Increased awareness and supports for all learners, staff and families				
Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 4 - School Processes & Programs 1 - Perceptions 2						
3) Review and analyze discipline data in order to ensure equitable practices for all learners	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Curriculum Department, Director of Student and Staff Services, District Crisis Counselors, Coordinator of Behavior Services and Coordinator of School Safety	- Increase awareness and action plans in order to support all learners with behavior needs - Team approach when looking at behavior data and specific intervention plans for learners				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 5, 6 - School Processes & Programs 1 - Perceptions 1, 2						

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 4 Problem Statements:

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August 16, 2019 3:49 pm

Demographics

Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities

Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. **Root Cause 2**: Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement

Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause 6**: Lack of focus in the district on the social emotional/well-being of learners

School Processes & Programs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Perceptions

Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child

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 provide structures and/or strategies to support the social emotional well-being of learners.

Evaluation Data Source(s) 5: Response to Intervention behavioral resources, Social-emotional curriculum PK-12, Action plans from Advisory committee

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Investigate, create and implement resources and training to meet a wide variety of behavioral needs	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Executive Director of Intervention Services, Curriculum Assistant Superintendent of Administrative Services, Department, Director of Student and Staff Services, District Crisis Counselors, Coordinator of Behavior Services, License Specialists in School Psychology, and Coordinator of School Safety	- Classroom Management Framework Training - Provide opportunities for training of Restorative Practices - Repository of resources to support a variety of behavioral needs - Increase in learner positive behavior				
	Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 4, 5, 6 - School Processes & Programs 1 - Perceptions 1, 2, 3					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
2) Continue gathering feedback and support through our District Social- Emotional Advisory Council to inform long range curriculum development, programs and communication for social emotional learning	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Executive Director of Intervention Services, Curriculum Department, Assistant Superintendent of Administrative Services, Director of Student and Staff Services, Director of Community Engagement, Director of Communication, District Crisis Counselors, Coordinator of Behavior Services, and Licensed Specialists in School Psychology and Coordinator of School Safety	- Form council and develop action plans - Increase district and community awareness for long range plan - Increase in learner social emotional awareness				
	Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 5, 6 - School Processes & Programs 1, 3 - Perceptions 1, 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Feb**	**Apr**	**June**
	100% = Accomplished	→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. **Root Cause 2**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause 6**: Lack of focus in the district on the social emotional/well-being of learners

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all
Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause 3**: Lack of alignment and sustainability within professional learning

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

Performance Objective 6: CISD will continue to implement safety procedures, protocols, and analyze data for future safety needs.

Evaluation Data Source(s) 6: District/Campus Standard Response Protocol procedures and documentation of drills, Navigate Software implementation and training, Learner and staff data/survey on mental health, Facility committee agendas and minutes

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Feb**	**Apr**	**June**
1) Provide comprehensive staff training on Standard Response Protocol	Assistant Superintendent of Administrative Services, Director of Student and Staff Services, Director of Communications, Director of Community Engagement, District Crisis Counselors and Coordinator of School Safety	- Awareness of Standard Response Protocol - District/Campus Standard Response Protocol procedures and documentation of drills - Intentional planning for individuals with disabilities				
Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 2						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
2) Continue implementation of the crisis incident management software, Navigate	Associate Superintendent for CISD, Assistant Superintendent of Administrative Services, Executive Director of Technology, Director of Student and Staff Services, Director of Communications, Director of Community Engagement, District Crisis Counselors, and Coordinator of School Safety	- Software implementation and training - Increase staff and learner safety				
	Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
3) Increase awareness and focus on mental health	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Executive Director of Intervention Services, Curriculum Department, Assistant Superintendent of Administrative Services, Director of Student and Staff Services, Director of Communications, Director of Community Engagement, District Crisis Counselors, Coordinator of Behavior Services, Licensed Specialists of School Psychology, and Coordinator of School Safety	- Provide awareness and create a repository of resources to help support mental health and well-being - Increase awareness of Employee Assistance Program (EAP)				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 6 - School Processes & Programs 3 - Perceptions 1, 2, 3						

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause 6**: Lack of focus in the district on the social emotional/well-being of learners

School Processes & Programs
Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause 3**: Lack of alignment and sustainability within professional learning

Perceptions
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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: CISD will provide aligned professional learning and calibrate the implementation of Professional Learning Communities (PLCs) for all campuses.

Evaluation Data Source(s) 1: Resources district/campus (within Schoology), PLC implementation rubric district/campus, Training documentation, Administrator/Educator feedback, Mentoring Supports and training

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue embedding Professional Learning Community (PLC) structures throughout the district including within professional learning opportunities	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Director of Federal and State Programs, Coordinator of Professional Learning, and Curriculum Department	- Evidence of PLC structures in professional learning - Increase use of data to support evidence-based decisions for professional learning -Department meetings, campus meetings, campus intervention/enrichment times - Support for new educators to the district with mentoring and building blocks for PLC				
	Problem Statements: Demographics 3 - Student Academic Achievement 1, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2, 3					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
2) Calibrate, align and provide support for our district departments and campuses concerning professional learning	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Coordinator of Professional Learning, Director of Digital Learning and Curriculum Department	- Create repository of trainings within Schoology - Actualize the advanced knowledge and professional practices of educators - Streamline training and gathering of information from various stakeholders				
	Problem Statements: Student Academic Achievement 1, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3 - Perceptions 3					

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause 6**: Lack of focus in the district on the social emotional/well-being of learners
Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause 7**: Lack of alignment with iPad utilization and new implementation of 1:1 across the district

Student Academic Achievement

Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. **Root Cause 8**: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement

Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. **Root Cause 3**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

School Processes & Programs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based. **Root Cause 2**: Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning

Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause 3**: Lack of alignment and sustainability within professional learning

Perceptions

Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child

Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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: CISD will continue to investigate and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

> **Evaluation Data Source(s) 2:** Utilization of aligned resources purchased by the district, District/Campus common formative assessments, Online district pamphlet created with quantitative/qualitative data

> **Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Feb**	**Apr**	**June**
1) Continue researching, developing and implementing a CISD Community Based Accountability System	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Director of Research, Assessment and Accountability, Coordinator of Assessment and Accountability, Curriculum Department, Director of Student Systems, and Director of Data Systems and Program Analysis	- Online district pamphlet created with quantitative and qualitative data - TPAC (Texas Performance Assessment Consortium) participation - Update and evaluate CISD Profile of a Graduate - Update and evaluate Educator Profile and Leadership Profile -Showcase learner growth of the whole child				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 5 - School Processes & Programs 1 - Perceptions 1, 2, 3						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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: CISD will calibrate and streamline the RTI System to integrate with our Professional Learning Community practices to provide additional supports for all learners at each campus.

Evaluation Data Source(s) 3: Response to Intervention forms/documents, Progress monitoring tools PK-12th grade, Campus schedules (intervention/enrichment)

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Streamline RtI process (including: data analysis, standardized intervention tools and progress monitoring) and make connections to the PLC process	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Coordinator of Professional Learning, Curriculum Department, Campus Administrators, and Instructional Coaches	- Increase effectiveness of tiered interventions - Increase usage of data to make evidence-based decisions - Increase use of aligned resources to monitor learner progress				
	Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 1 - Perceptions 2, 3					

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities

Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. **Root Cause 2**: Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause 2**: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs

Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. **Root Cause 3**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth

School Processes & Programs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Perceptions

Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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: CISD will consolidate the avenues for internal and external communication to increase clarity and consistency of district messages.

Evaluation Data Source(s) 4: Internal/external (newsletters, blogs, website), Schoology courses and resource management, Video connections (Facebook live, recordings, screen casts, etc.)

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue coordinating internal and external communications to enhance stakeholder understanding and engagement	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Assistant Superintendent for Administrative Services, Multimedia and Communication Specialist , Director of Community Engagement, Director of Communications, Webmaster Specialist, and Communications Specialist	-Streamline communication within the district - Increase stakeholder understanding of district processes, events and procedural systems				
Problem Statements: Demographics 1, 2, 3 - School Processes & Programs 1 - Perceptions 2						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
2) Leverage multimedia platforms to enhance communication for all stakeholders	Assistant Superintendent of Curriculum and Instruction, Coordinator of Professional Learning, Curriculum Department, Assistant Superintendent for Administrative Services, Multimedia and Communication Specialist, Director of Community Engagement, Director of Communications, Webmaster Specialist, and Communications Specialist	- Usage of multimedia platforms by the district - Increased level of communication for stakeholders - Increase positive Parent Satisfaction Survey results regarding district communication				
	Problem Statements: Demographics 1, 3 - School Processes & Programs 1 - Perceptions 2					

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. **Root Cause 2**: Barriers exist within our educational system due to lack of empathy/understanding

Demographics
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Perceptions
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

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: CISD will analyze, research and investigate current and possible future facility needs and come up with a long range plan.

Evaluation Data Source(s) 5: Facility committee agendas and meeting notes, Feedback from committee and other stakeholders, Long Range Action Plan

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Create a CISD Facilities Committee in order to gather feedback, create a plan and prioritize areas of need with current and future facilities across the district	Associate Superintendent, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, and Chief Financial Officer	- Prioritized list of facility needs for the district - Action steps within the long range plan for possible future budgeting needs - Reviewing current budgetary needs and possible future needs with various funds - Reviewing critical safety of all buildings as well as accessibility features for individuals				
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 5 - School Processes & Programs 1 - Perceptions 2					
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth

School Processes & Programs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Perceptions

Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

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 implement a system in which to streamline the inventories of resources purchased with the district Instructional Materials Allotment funds, Federal funds, and District and Campus State Local Funds.

Evaluation Data Source(s) 6: Purchase of system, Inventories created for District and Campuses

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Purchase 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)	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Business Department and Campus Administrators	-Stronger alignment and accountability of resources/supplies district-wide -Stronger alignment with purchasing for Instructional Materials Allotment, Local Funds and Federal Funds				
Problem Statements: Student Academic Achievement 1, 3, 4, 5, 8 - School Processes & Programs 1, 3 - Perceptions 1, 2, 3						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. **Root Cause 3**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum

Student Academic Achievement

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. **Root Cause 8**: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement

School Processes & Programs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. **Root Cause 3**: Lack of alignment and sustainability within professional learning

Perceptions

Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child

Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause 2**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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 7: CISD will implement a full day Pre K and PPCD program to support our identified early childhood learners.

    Evaluation Data Source(s) 7: Curriculum implementation, professional learning plan, hiring process, purchasing of resources/supplies, Children's Learning Institute engage assessment

    Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Creation and implementation of full day Pre K and PPCD program throughout the district	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Business Department and Campus Administrators	- Early intervention for learners for overall development and growth - Increased language proficiency - Socialization and social emotional growth for learners				
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 1, 2, 4, 5, 6 - School Processes & Programs 1 - Perceptions 1, 3					

100% = Accomplished		= Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause 1**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3**: Barriers exist in which relationships have not been established and sustained with all learners

Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause 1**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause 2**: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause 4**: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause 5**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause 6**: Lack of focus in the district on the social emotional/well-being of learners

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause 1**: Barriers exist within the current system for learning for all

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause 1**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause 3**: Lack of focus on the whole child and using multiple measures to show evidence of growth