# Coppell Independent School District

# District Improvement Plan

# 2023-2024

# Mission Statement

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

# Vision

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.

# 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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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Coppell ISD is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus.  CISD serves a majority Asian student population in grades 0.  In the 2022-23 school year, total enrollment was 13,442 which represents a decrease of -1.2% since 2018-19 (13,610 learners).

In 2022-23, the student population was 55.7% Asian, 23.1% White, 13.1% Hispanic, 4.2% African American, 0.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.4% multi-racial.  Females made up 48.5% of the learners and males represented 51.5%.  Our economically disadvantaged percentage was 10%.

Our Emergent Bilingual (EB) population consisted of 2418 learners that made up 17.9% of our campus.  The top 5 foreign languages spoken by this student group were: Telugu (24.5%), Spanish (18.6%), Tamil (10), Hindi (9.1%), and Arabic (3.6%).   Additionally, 15.4% of our EBs were also economically disadvantaged.

Our 1996 gifted and talented learners constituted 14.8% of our population.  Our gender split in the GT group was 43% female and 57% male.  Of the four major ethnic groups, our GT learners were 66.7% Asian, 21% White, 8% Hispanic and 1% African American.

We had 1468 learners that qualified for special education services, which represented 10.9% of our population.  There were 900 learners with 504 accommodations, which was 6.7% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 95.61%, which decreased by 0.5% from the prior year.

**STAFFING**

CISD employed 886 educators and 146 instructional aides in the 2022-23 school year.  The number of teachers increased by 41 from the prior year while the number of aides remained the same.  The ethnic breakdown for the teaching staff was 5.8% Asian, 78.7% White, 10% Hispanic, 3.8% African American, 0.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.2% multi-racial.  Females made up 79.4% of the educators and males represented 20.6%.

Overall, our educators had a varying level of professional experience: 9.8% (87) were new to teaching with 0-1 years of experience, 21.9% (194) had 2-5 years, 25% (222) had 6-10 years, 14.9% (132) had 11-15 years, 12.9% (115) had 16-20 years, and 16.4% (146) had more than 20 years.  Looking at longevity within the district, 29.9% of our teachers had 0-1 years in district, 31.4% had 2-5 years, 19.5% had 6-10 years, 6.3% had 11-15 years, 8% had 16-20 years and 5.8% had more than 20 years. The average years of professional experience was 10.6 with 6 years in the district.

Advanced degrees were held by 30.4% of our teachers: 261 with master's degrees and 9 with doctorates.  Our campus principal had 22.8 years of career experience in a professional position (not necessarily as a principal) and 14 years in Coppell.   Our assistant principals had an average of 14.1 years of professional experience and 4 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 88.89%.  For educational aides it was 67.81%.  We hired 193 new teachers in 2022-23.  The characteristics of our new teachers were as follows:  5.7% Asian, 70.4% White, 16% Hispanic, 5.1% African American, 73.5% female, 26.5% male, 31.6% new to teaching, 26.4% with 2-5 years of professional experience, 20.2% with 6-10 years, 13.4% with 11-15 years, 6.2% with 16-20 years, 3.6% with more than 20 years and 21.7% new to the campus.  The average years of professional experience was 5.4 with 0 years in the district.  23.8% 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
- Focus on academic, social emotional and behavioral growth in the district
- Focus on relationships through our CISD Core Values for staff, learners, families and the community
- Family involvement and participation in their child's education

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 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 (Prioritized):** There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.   **Root Cause:** Barriers exist within our educational system due to lack of empathy/understanding

**Problem Statement 3 (Prioritized):** 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

**Problem Statement 4 (Prioritized):** There is a need to focus on the areas in the district identified with significant dis-proportionality.   **Root Cause:** Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

**Problem Statement 5 (Prioritized):** There is a need to strengthen current practices that prepare all learners for secondary course/program selection.   **Root Cause:** Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD

# Student Learning

## Student Learning Summary

We are still waiting to add information pertaining to some of our state testing for 2022-2023 due to the state not releasing scores with the STAAR redesign. As we have this data, we will be updating our District Improvement Plan with this information.

## District Student Academic Achievement

| STAAR EOC 2023 | | | | | |
|---|---|---|---|---|---|
| SUBJECT | Average Scale Score | Did Not Meet % | Approaches % | Meets | Masters % |
| ALGEBRA 1 | 4739 | 6 | 94 | 80 | 66 |
| BIOLOGY | 4595 | 2 | 98 | 88 | 57 |
| ENGLISH 1 | 4515 | 5 | 95 | 88 | 45 |
| ENGLISH 2 | 4496 | 6 | 94 | 87 | 33 |
| US HISTORY | 4520 | 1 | 99 | 88 | 60 |

| TELPAS 2023 | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Listening - Number Tested | Listening - Beginning - % | Listening - Intermediate - % | Listening - Advanced - % | Listening - Advanced High - % | Speaking - Number Tested | Speaking - Beginning - % | Speaking - Intermediate - % | Speaking - Advanced - % | Speaking - Advanced High - % | Reading - Number Tested | Reading - Beginning - % | Reading - Intermediate - % | Reading - Advanced - % |
| K | 293 | 13 | 40 | 26 | 21 | 293 | 17 | 37 | 25 | 21 | 293 | 22 | 32 | 29 |
| 1 | 325 | 6 | 14 | 35 | 45 | 325 | 7 | 15 | 36 | 42 | 310 | 9 | 21 | 28 |
| 2 | 237 | 3 | 19 | 27 | 51 | 237 | 13 | 72 | 14 | 1 | 237 | 17 | 38 | 30 |
| 3 | 234 | 3 | 9 | 17 | 71 | 234 | 7 | 65 | 26 | 3 | 235 | 12 | 22 | 23 |
| 4 | 211 | 13 | 19 | 36 | 32 | 211 | 4 | 30 | 61 | 5 | 211 | 6 | 30 | 17 |
| 5 | 173 | 3 | 16 | 31 | 50 | 173 | 3 | 28 | 58 | 10 | 173 | 4 | 15 | 16 |
| 6 | 179 | 3 | 16 | 41 | 40 | 179 | 1 | 19 | 58 | 22 | 179 | 5 | 20 | 35 |
| 7 | 123 | 2 | 20 | 28 | 50 | 123 | 2 | 23 | 43 | 32 | 123 | 9 | 13 | 28 |

## TELPAS 2023

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8 | 106 | 1 | 4 | 28 | 67 | 106 | 2 | 13 | 47 | 38 | 107 | 2 | 14 | 28 |
| 9 | 80 | | 14 | 50 | 36 | 80 | | | 15 | 53 | 33 | 80 | 1 | 21 | 23 |
| 10 | 76 | 3 | 14 | 42 | 41 | 76 | 9 | 16 | 57 | 18 | 76 | | | 34 | 18 |
| 11 | 40 | | 23 | 35 | 42 | 40 | 7 | 23 | 60 | 10 | 40 | | | 35 | 33 |
| 12 | 39 | 3 | 21 | 51 | 26 | 39 | 10 | 13 | 64 | 13 | 39 | 5 | 33 | 33 |

## 2022-2023 Total AP Students in Your District: 2,459

| Score: | 1 | 2 | 3 | 4 | 5 | Total Exams |
|---|---|---|---|---|---|---|
| Number of Exams | 322 | 830 | 1,314 | 1,320 | 1,243 | 5,029 |
| Percentage of Total Exams | 6% | 17% | 26% | 26% | 25% | 100% |
| Number of AP Students | 288 | 642 | 978 | 991 | 798 | |

## 2019, 2020, 2021, 2022 and 2023 Dual Credit report for All Campuses

| Summer | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|---|
| Students in 10th grade | 3 | 2 | 6 | 5 | 2 |
| Students in 11th grade | 162 | 196 | 187 | 111 | 146 |
| Students in 12th grade | 223 | 256 | 244 | 182 | 223 |
| **Total Students** | 388 | 454 | 437 | 298 | 371 |
| **Extended** | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
| Students in 9th grade | 114 | 140 | 192 | 234 | 0 |
| Students in 10th grade | 263 | 277 | 286 | 395 | 0 |
| Students in 11th grade | 188 | 196 | 215 | 379 | 0 |
| Students in 12th grade | 2 | 1 | 2 | 2 | 0 |
| **Total Students** | 567 | 614 | 695 | 1,010 | 0 |
| **Summer and Extended** | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
| Students in 9th grade | 114 | 140 | 192 | 234 | 0 |
| Students in 10th grade | 264 | 278 | 290 | 395 | 2 |

| 2019, 2020, 2021, 2022 and 2023 Dual Credit report for All Campuses | | | | | |
|---|---|---|---|---|---|
| Students in 11th grade | 302 | 332 | 346 | 448 | 146 |
| Students in 12th grade | 225 | 257 | 246 | 183 | 223 |
| **Total Students** | 905 | 1,007 | 1,074 | 1,260 | 371 |

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

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

There are also several mandates from House Bill 3 as well as Senate Bill 11 that will continue to be embedded in our goals and strategies moving ahead this year.
The strategies around House Bill 3 (added to the District Improvement Plan) will also continue to include the implementation of the state elementary Reading Academies along with a math goal focusing on how we are responding to learners for intervention needs and how we are tracking progress of math growth in our elementary learners. The College, Career and Military Readiness (CCMR) goal will focus on increasing the number of certifications our high school learners have access to as well as an increase in the passing rates.

The strategies around Senate Bill 11 (added to the District Improvement Plan) will continue to include a focus on safety and updates to the threat assessment process, parental involvement and mental health support, mental health supports within curriculum and partnership with the district SHAC committee, and Trauma training. We are also continue to be working closely with campuses on embedding the required positive character traits and health TEKS within our curriculum and instruction. We will continue to work with our campuses on reviewing specific data related to discipline, threat assessments, bullying, cyberbullying and behavioral needs. This will help us in looking at trends as well as specific training that needs to be embedded for staff across the district. We will also continue to gather feedback from our staff, families and learners on specific feedback they have in the areas such as culture, climate, engagement, social emotional needs, and bullying/cyberbullying concerns.

There will be a deeper focus on looking at our current needs for behavioral support through the lens of PBIS (Positive Behavioral Interventions and Supports). We will be working with campuses to ensure we are being proactive with our behaviors through our classroom management strategies and campus wide expectations. This also includes working with our new support staff positions to provide additional support as needed to campuses. We will also focus on how we are gathering progress monitoring for behavior needs and working with restorative practices as a part of the disciplinary process.

**Student Learning Strengths**

- Overall performance on SAT, ACT and AP assessments - well above state levels and approaches or exceed the national level of performance
- High performance on State Testing (STAAR, EOC)
- Numerous awards presented to our learners across the district for state and national recognition
- Continued focus on CTE Certifications and Completions
- Opportunities for participation in Career and Technical Student Organizations (CTSOs)
- Participation and success in co-curricular and extra curricular activities
- Successful Athletic Programs and Fine Arts Opportunities Given as well as awards received
- Opportunities that all for celebrating growth with our core value of Redefining Success
- Focus on the Whole Child (Academic, Social Emotional and Behavioral) needs and growth
- Aligned district resources/tools to help support and measure learner growth

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 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 (Prioritized):** There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

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

**Problem Statement 4 (Prioritized):** There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district

**Problem Statement 5 (Prioritized):** 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 (Prioritized):** There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

**Problem Statement 7 (Prioritized):** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

# District Processes & Programs

**District Processes & Programs Summary**

We continue to review district processes and programs annually to ensure we are not only in compliance, but are providing the best support possible for our learners, families and staff in CISD.

## Overview CISD:

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, School wide Enrichment Model, Challenge Based Learning, New Tech Network 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. We also continue designated a District of Innovation through the state.

**Strategic Design Committee 2023-2024 and Past Work with Facilities, Visioning and Bond Committee**

The district is in the process for the 2023-2024 school year of hosting a CISD Strategic Design Committee who will take the previous work from the district with our Facilities Committee, Visioning Committees and Bond Committees to begin working on taking the focus areas from previous feedback and committees to create action plans/strategies for specific district work moving forward. CISD is working with an outside company who will help to partner with district staff to help guide in these next steps. As a reminder see below for CISD Facilities and CISD Staff and Community Visioning Committees and CISD Bond Committee.

**CISD Facilities**

A CISD Facilities committee met in 2019-2020 and our CISD Visioning Staff and Community Committees 2020-2021 continued this work to discuss current needs and future needs for facilities in CISD. We continue to review possible needs based on enrollment, programs and improvements to facilities.

**CISD Staff Visioning Committee and CISD Community Visioning Committee**

In 2021, CISD launched a Visioning Committee consisting of a diverse group of staff and community members, as well as representatives from the CISD Board of Trustees and district Executive Leadership Team. CISD staff and community members working on visioning work were tasked with focusing on the future needs of the district. Visioning groups specifically looked at resources, programs, facilities and overall systemic structures that would impact learning. They identified the current strengths, weaknesses, opportunities and threats for CISD. They also worked to prioritize focus areas for growth, improvement and possible needs moving ahead for the next five to 10 years. The outcome of this visioning effort has been shared with the CISD Board of Trustees, and internal research teams will now investigate how CISD might move ahead in the specific priority areas brought to light by the Visioning Committee. The research teams shared next steps with the CISD Cabinet, CISD Executive Leadership Team and the CISD School Board throughout the year.

**CISD Bond Committee**

In 2022, CISD launched a CISD Bond Committee who worked together to review the previous work and feedback from the community in order to help make a bond package to present to the school board. The following shows the approved propositions and the work has begun with this process and will continue over the next several years in CISD.

All four propositions in the Coppell ISD 2023 Bond have passed in the May 6 election.

TOTAL PROPOSED BOND: $321,511,000

Proposition A - $269,584,000

- Priority condition improvements at all CISD campuses, which includes
    - New playgrounds and playground shading at all CISD elementary schools, (except for Canyon Ranch Elementary, which opened in 2019)
    - Interior refresh, including new flooring and painting, at CISD elementary schools and facilities (except for Canyon Ranch Elementary and Richard J. Lee Elementary)
    - Classroom and office furnishings at schools and buildings
    - HVAC replacements based on condition life cycles
    - Site improvements (e.g. drainage, sidewalks, fencing, signage, ADA and resurfacing the walking track at 9 elementary schools, aside from Lee and Canyon Ranch)
    - Roof replacement and repairs based on condition life cycles
- Elementary renovations and PreK classroom additions at three elementary schools
- Safety and security features at all schools and buildings
- Multipurpose lab/makerspace for STEM at all middle schools

Proposition B - $39,472,000

- Technology Upgrades and Lifecycle Replacements of Student and Staff Devices
- Wireless Access
- Audiovisual Equipment

Proposition C - $2,931,000

- Renovations to Buddy Echols Field (used by band, cheerleaders, color guard, football, lariettes, soccer, track & field and middle school football and track) to include Track and Turf Lifecycle Replacements and Seat Backs

Proposition D - $9,524,000

- Coppell High School Field House Turf Lifecycle Replacement
- Tennis Center improvements and locker room addition

**Safety Updates:**

We will continue to implement pieces from Senate Bill 11 as well as the new requirements for safety placed on district from the state. These include: Training on Threat Assessment protocols, Parental Involvement, Mental Health Support/Training, Safety Planning and Security Personnel as well as specific door sweeps and continued efforts with safety drills for all campus and district building. Our district improvement plan includes several of these elements along with more updates will occur throughout the year in various district committees including DEIC, SHAC and the Safety and Security Design Team. We will also implement any new systems/structures for safety and security based on TEA requirements for campuses this school year.

District Safety Practices communicated to all stakeholders:

CISD has a multi-hazard Emergency Operations Plan that is aligned with the Texas Unified School Safety and Security Standards and Chapter 37 of the Texas Education Code. Based on self-assessments, parent and community feedback, student reports and formal audit findings, the Emergency Operations Plan is continually updated and revised.
CISD also partners with the City of Coppell and the Dallas County Sheriff's Office to have School Resource Officers and School Resource Deputies assigned to each of our campuses.
Other safety measures include:

- Bullet-resistant film on exterior windows.
- Requirement for all exterior doors to remain closed and secured.
- One main entrance at each school and the use of a door camera, intercom and buzzer at that entrance for entry during school hours.
- Restricted access so that visitors must go through the office and be checked in before entering the schools.
- Background checks are required for all volunteers. Visit www.coppellisd.com/volunteer to apply for a volunteer background check.

Every school and district building's exterior doors are being audited to ensure that they are locked. The Texas School Safety Center also has been charged with conducting intruder detection audits. CISD is conducting weekly campus exterior door sweeps to check that these doors are closed and locked.

The district also has Stop the Bleed Bags, EpiPen Auto Injectors and Automated Electronic Defibrillators (AEDs) located on every campus and near large venues like gyms, cafeterias and auditoriums.

Our best line of defense is a well-trained, highly-alert staff and student body. CISD schools have regular safety drills following the Standard Response Protocol throughout the school year involving both students and staff. CISD uses the Standard Response Protocol to respond to any incident such as weather, accidents, intruders or other threats. To learn more about the Standard Response Protocol, visit iloveyouguys.org.

We all need to be vigilant and report anything that seems out of place, unusual, out of character or suspicious. CISD uses STOPit, an app and web-based system, to allow students, parents, teachers and the community to anonymously report cyber-bullying, threats of violence, misconduct or self-harm. You can find more information at www.coppellisd.com/tipline.

In the event of a crisis or emergency, the district will use the CISD Alert system to mass notify our community via phone, text and email. CISD tests this system twice a year to ensure our community receives these alerts. As a reminder, anytime your contact information changes, please let your school registrar/secretary know so it can be updated in our notification system.

**Security Personnel -** To ensure sufficient security and protection of students, staff, and property, the board employs School Resource Officers (SROs) and School Resource Deputies (SRDs). In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The law enforcement duties of school resource officers are to educate students on positive choices, support student learning, work in collaboration with district administrators, build positive relationships to be proactive with students, uphold and enforce the law when working with or for the district. The law enforcement duties of district security personnel are: enforce safety and security initiatives, collaborate with the campus administrators and SRO/SRD; monitor all areas of responsibility; report concerns to appropriate staff; investigate matters as applicable. SROs and SRDs do not engage in routine

student discipline, school administrative tasks, or tasks unrelated to law enforcement duties.

**Budgeting -** The district continues to look for ways in which to support overall needs for the district while also closely monitoring expenses with the needs for staffing, resources, facilities and transportation. The CISD Executive Leadership Team partners closely with our campus administrators, educators and support staff to get feedback and discuss possible expenses and needs for the future. Our Chief Financial Officer also works closely with her business office team and the Executive Leadership Team to update the school board and community on the budget process as a whole.

**District Processes & Programs Strengths**

- 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
- Athletics State and National Championships
- Digital Learning Opportunities and Device Supports for Learners and Staff
- Coordinator of Safety and Security, SROs and SRDs for campus and district support
- Numerous safety measures that have been put in place as a district
- Staff, Families and Community who are involved and care about the education system and future of CISD

**Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** 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 (Prioritized):** There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

**Problem Statement 3 (Prioritized):** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures for counseling needs

**Problem Statement 4 (Prioritized):** There is a need to strengthen our health enrichment curriculum to include new health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports

**Problem Statement 5 (Prioritized):** There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with bond funds.   **Root Cause:** Lack of funding from the state and sustainability for future needs

**Problem Statement 6 (Prioritized):** There is a need to create and facilitate a CISD Strategic Planning Committee to build on the previous work done with CISD Visioning and put action plans in place to move the work forward.   **Root Cause:** Continued need to align work, focus areas and assign individuals to help lead the various charges of the district

**Problem Statement 7 (Prioritized):** There is a need to continue revisiting and improving efforts with safety and security for the district.   **Root Cause:** Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel

**Problem Statement 8 (Prioritized):** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.   **Root Cause:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

# Perceptions

**Perceptions Summary**

**Next Steps Strategic Design**

Our theme for CISD in 2023-2024 will be Mission Possible. We will be taking all of the previous strategic design with our mission statement and values, district visioning work, new work that will begin with the bond passage, and feedback from all of these processes to help support our next steps with Strategic Design. It will be essential that our work promotes action with specific steps and individuals pinpointed to help lead the charge of the various areas to continue moving our district forward. This includes reviewing sustainability in the system/processes when individuals may leave the district. We must be intentional with reviewing data as a part of this process and ensuring we are also giving the time needed for implementation of any new ideas/strategies. We will have continued outreach to families and our community to ensure they have the opportunities to be a part of giving feedback, participating in opportunities with volunteering, partnering with educators and really bridging the relationships that we know must exist in order to have successful learning for all.

**STEAM and Career Technology Education (CTE Programs of Study)**

We are very excited after gathering feedback from the community during the visioning work/bond committee work and feedback/planning from our CISD district STEM Committee that we are able to implement our new elementary STEAM class as a part of our specials rotation. This class will help to support K-5 learners as they participate in innovative activities which allow them to learn more about the engineering design process, design thinking, digital tools in learning, coding, real-world problem solving while also tying in connections to careers around the world.

We are also pleased after gathering feedback to be adding our Fundamentals of Computer Science CTE high school course to our Middle School campuses this next year. We will also continue building on our goals with CTE and STEAM with the creation of the Makerspace areas at our middle school campuses and future CTE expansion at our CHS as our bond work moves forward. Our hope is to help bridge and support a better understanding of how CTE can support all of our CISD learners, from elementary to secondary to future college/careers.

**Learner and Staff Mental Health and Wellness**

Our district, similar to others across the world, continue to see a high need for support with mental health and wellness for all. Due to feedback, data reviews as well as requirements per the state, we will continue having a large focus on how we are supporting all of our learners and families any needs. This includes staff training for mental health, reviewing instructional practices in classrooms to help with balancing needs, and a focus on healthy habits for learners and staff. through our health curriculum. We will also continue to provide our secondary campuses with required screeners for suicide and strengthen support throughout the year with our threat assessment process. We will also work to partner with staff to make sure we are providing them with the supports needed and continuing to review ways in which we can help with retaining educators/staff and educator/staff burnout.

**Recruiting, Hiring, Mentoring and Retention Systems**

Public education has been hit hard due to the pandemic as well as many individuals in the world are not choosing to work in the field of public education. As a district, we must continue to focus on recruitment efforts, being creative in our hiring practices and establish systems for mentoring and retaining staff in CISD. All departments and campuses seem to have been impacted in some way when it comes to hiring employees and retaining employees, so we as a district will need to continue our efforts in this area in order to make sure we can not only sustain for our needs, but build pathways in which we can "grow our own" as well as mentoring/support/incentives for those who have chosen to work in the district. We had great feedback and turnout from hosting the CISD Job Fair again this year and will continue our efforts throughout the year to attract and keep our current staff in CISD.

**Community Based Accountability in CISD**

We will continue to take next steps with our 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. Our second published dashboard will be the fall of 2023 and we are pleased with being able to move this work forward as a district and show how we continue to want to be more than just a test for our accountability ratings as an educational organization. These data pieces include data from state assessments, district assessments, staff/learner/family survey information and other data pulled from participation rates and systems within the district. Our

hope is to be able to continue to highlight pieces of this data and work throughout the year to showcase a holistic focus on growth as a district.

**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 Career, College and Military Readiness for all learner success
- High Focus on Safety within Learning Environments
- High Focus on Feedback from staff, learners, families and the community
- Community Based Accountability System Implementation
- Long-Range Planning with Visioning for the future
- Bond Committee to focus on needs for the future
- Strategic Design - Action Planning

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.   **Root Cause:** Barriers still exist with understanding/supporting/providing resources for all needs

**Problem Statement 2 (Prioritized):** There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

**Problem Statement 3 (Prioritized):** There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.   **Root Cause:** Lack of individuals choosing to work in public education.

**Problem Statement 4 (Prioritized):** There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders.   **Root Cause:** Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

# 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 Learning


**Problem Statement 2**: There is a need to target specific reading, writing and math skills to focus on early intervention.

**Root Cause 2**: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

**Problem Statement 2 Areas**: Student Learning


**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**: District 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 increased certifications for learners.

**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 Learning


**Problem Statement 5**: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.

**Root Cause 5**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district

**Problem Statement 5 Areas**: Student Learning


**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 Learning


**Problem Statement 7**: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.

**Root Cause 7**: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

**Problem Statement 7 Areas**: Student Learning

**Problem Statement 8**: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .

**Root Cause 8**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

**Problem Statement 8 Areas**: Student Learning


**Problem Statement 9**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

**Root Cause 9**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

**Problem Statement 9 Areas**: District Processes & Programs


**Problem Statement 10**: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

**Root Cause 10**: Lack of aligned resources and systemic structures for counseling needs

**Problem Statement 10 Areas**: District Processes & Programs


**Problem Statement 11**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

**Root Cause 11**: Barriers still exist with understanding/supporting/providing resources for all needs

**Problem Statement 11 Areas**: Perceptions


**Problem Statement 12**: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.

**Root Cause 12**: Lack of focus on the whole child and using multiple measures to show evidence of growth

**Problem Statement 12 Areas**: Perceptions


**Problem Statement 13**: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.

**Root Cause 13**: Barriers exist within our educational system due to lack of empathy/understanding

**Problem Statement 13 Areas**: Demographics


**Problem Statement 14**: There is a need to establish and maintain strong, positive relationships for all learners.

**Root Cause 14**: Barriers exist in which relationships have not been established and sustained with all learners

**Problem Statement 14 Areas**: Demographics


**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 to strengthen our health enrichment curriculum to include new health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

**Root Cause 16**: Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports

**Problem Statement 16 Areas**: District Processes & Programs

**Problem Statement 17**: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with bond funds.

**Root Cause 17**: Lack of funding from the state and sustainability for future needs

**Problem Statement 17 Areas**: District Processes & Programs

**Problem Statement 18**: There is a need to focus on the areas in the district identified with significant dis-proportionality.

**Root Cause 18**: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

**Problem Statement 18 Areas**: Demographics

**Problem Statement 19**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

**Root Cause 19**: Lack of individuals choosing to work in public education.

**Problem Statement 19 Areas**: Perceptions

**Problem Statement 20**: There is a need to create and facilitate a CISD Strategic Planning Committee to build on the previous work done with CISD Visioning and put action plans in place to move the work forward.

**Root Cause 20**: Continued need to align work, focus areas and assign individuals to help lead the various charges of the district

**Problem Statement 20 Areas**: District Processes & Programs

**Problem Statement 21**: There is a need to continue revisiting and improving efforts with safety and security for the district.

**Root Cause 21**: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel

**Problem Statement 21 Areas**: District Processes & Programs

**Problem Statement 22**: There is a need to strengthen current practices that prepare all learners for secondary course/program selection.

**Root Cause 22**: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD

**Problem Statement 22 Areas**: Demographics

**Problem Statement 23**: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of

Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.

**Root Cause 23**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

**Problem Statement 23 Areas**: District Processes & Programs

**Problem Statement 24**: There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders.

**Root Cause 24**: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

**Problem Statement 24 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

**Student Data: Assessments**

- State and federally required assessment information
- 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) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

**Student Data: Student Groups**

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Revised/Approved: July 24, 2023**

**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.

**HB3 Goal**

**Evaluation Data Sources:** - STAAR data, EOC data, MAP data, Response to Intervention data  and progress monitoring in Student Success Platform, Multi-Tiered Systems of Support, TELPAS data, Core Content Academies, House Bill 3 Reading Academies, Professional Learning opportunities

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - High quality Tier I instruction for learners<br>- Checklist of look fors highlighting specific instructional strategies in all content areas<br>- Aligned strategies being implemented across the district that impact learner growth<br>- Growth in differentiated experiences and scaffolding opportunities within the classroom environments<br>- Professional learning provided by district and campuses<br>- Additions to curriculum documents for small group instruction/formative assessment<br><br>**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction,  Curriculum Department and Campus Administrators<br><br>**Problem Statements:** Demographics 4 - Student Learning 1, 2, 4, 5, 7 - District Processes & Programs 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** -Strengthen literacy skills for elementary educators and align practices within instruction | **Nov** | **Feb** | **Apr** | **June** |
| -Learner growth in literacy development and targeted growth tracked through state assessment and district assessments<br>-Alignment in curriculum documents to instruction happening in Reading Academies<br>-Using mClass as a tool to help support learner growth and assessment<br><br>**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction,  Curriculum Department and Campus Administrators<br><br>**Problem Statements:** Student Learning 1, 2, 4, 5 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will continue to occur. | **Formative** | | | **Summative** |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** -Strengthen math skills for elementary educators and align practices within math interventions and enrichment opportunities in learning<br>-Learner growth in math development and targeted growth tracked through state assessment and district assessments<br>- Using Panorama Student Success Platform with progress monitoring to track growth<br><br>**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction,  Curriculum Department and Campus Administrators<br><br>**Problem Statements:** Demographics 3 - Student Learning 1, 2, 4, 5 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** House Bill 3 implementation of career, college and military readiness goals supporting alignment and growth in certifications will continue to occur. | **Formative** | | | **Summative** |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** -Strengthen understanding of CCMR goals in education across the district<br>-Learner growth in certifications taken and achieved at the secondary level<br>-Aligned certifications offered with program of studies in CTE<br>- Monitoring through Major Clarity database (7th-12th grade)<br><br>**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction,  Curriculum Department and Campus Administrators<br><br>**Problem Statements:** Demographics 1, 5 - Student Learning 3, 4 - District Processes & Programs 1, 3, 6 - Perceptions 2, 4 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Continue building on mentor training and structures of support for new educators, administrators and staff to CISD. | **Formative** | | | **Summative** |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** -Growth in new educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies to support their role<br>-Sustainability and support for campuses by providing aligned training for new educators, administrators and staff<br><br>**Staff Responsible for Monitoring:** Executive Leadership Team, CISD Cabinet, Curriculum Department and Administrative Services Department<br><br>**Problem Statements:** Demographics 2 - Student Learning 1, 4, 5, 7 - District Processes & Programs 1, 2 - Perceptions 1 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Implement structures and processes for intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Growth in educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies that support learning<br>-Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff<br>- Growth in aligned instructional practices being implemented across the district<br><br>**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction and Curriculum Department<br><br>**Problem Statements:** Demographics 2 - Student Learning 1, 2, 4, 7 - District Processes & Programs 2 - Perceptions 2, 3 | | | | |

0% **No Progress**　　　100% **Accomplished**　　　➡ **Continue/Modify**　　　❌ **Discontinue**

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **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 while addressing equity and inclusivity deficits. **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 |
| **Problem Statement 4**: There is a need to focus on the areas in the district identified with significant dis-proportionality. **Root Cause**: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners |
| **Problem Statement 5**: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. **Root Cause**: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD |
| **Student Learning** |
| **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, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the district with reading, writing and math 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 increased certifications for learners. **Root Cause**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered |

## Student Learning

**Problem Statement 4**: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.   **Root Cause**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district

**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 7**: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .   **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

## District Processes & Programs

**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 and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

**Problem Statement 3**: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.   **Root Cause**: Lack of aligned resources and systemic structures for counseling needs

**Problem Statement 6**: There is a need to create and facilitate a CISD Strategic Planning Committee to build on the previous work done with CISD Visioning and put action plans in place to move the work forward.   **Root Cause**: Continued need to align work, focus areas and assign individuals to help lead the various charges of the district

## Perceptions

**Problem Statement 1**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.   **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs

**Problem Statement 2**: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

**Problem Statement 3**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.   **Root Cause**: Lack of individuals choosing to work in public education.

**Problem Statement 4**: There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders.   **Root Cause**: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

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

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

**Evaluation Data Sources:** STAAR data, TELPAS data, Response to Intervention data-Multi-Tiered Systems of Support, district universal screener data, Professional Learning Community data (common formative assessments), Learning Walks (photos, evidence of learning, walk-throughs)

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes. | **Formative** | | | **Summative** |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** - Development of data analysis protocol<br>- Implementation of Performance Matters assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis)<br>- Awareness, training and implementation of data analysis protocols<br>- Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district<br>- Increased student achievement (academic, social emotional and behavioral)<br><br>**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators<br><br>**Problem Statements:** Demographics 1, 2, 4 - Student Learning 1, 2, 5, 7 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur. | **Formative** | | | **Summative** |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** - Training on Student Success Platform in Panorama and aligned implementation at campuses (supporting day to day supports for all learners)<br>- Alignment across the district of data tools being used throughout the year to find strengths and needs of learners<br>-Increased knowledge of educators with data analysis and differentiation of instruction<br>-Ease on educators for viewing various pieces of data in one location<br>- Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social emotional, behavioral)<br>- Training for early childhood educators and administrators regarding culturally responsive interventions<br>- Training for evaluation staff regarding culturally responsive evaluation practices<br>- Increase family and parent engagement with MTSS processes and Special Education processes<br><br>**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, and Language Acquisition Specialists<br><br>**Problem Statements:** Demographics 1, 2, 4 - Student Learning 1, 4, 5, 7 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Specific areas of learning loss will be addressed through the use of ESSER funds to target academic and social emotional needs of learners through targeted learning academies with learning walks, curriculum writing and staffing needs. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |

**Strategy's Expected Result/Impact:** - Increased student achievement and growth (academic, social emotional and behavioral)
- Increased knowledge of educators with data analysis and differentiation of instruction
- Intentional training developed on scaffolding and differentiation in instruction
- Intentional training, curriculum and instruction resources will be developed to support intervention and enrichment opportunities for learners
- Intentional staffing (CHS9 and CHS) - Credit recovery and SEL supports (Learning Lab)
- Intentional staffing Coordinator of Counseling and Social Emotional Learning to support goals for counseling and SEL

**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Director of Assessment and Accountability, Director of Federal and State Programs, Curriculum Department, Campus Administrators, Counselors, Instructional Coaches, Language Acquisition Specialists, and Business Department

**Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7 - District Processes & Programs 1, 2, 3, 4, 8 - Perceptions 1, 2, 3

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Specific areas of learning needs will be addressed through the use of State Compensatory Education Funds to target academic, social emotional and behavioral supports as a district, specific focus on at-risk learners. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |

**Strategy's Expected Result/Impact:** - Increased student achievement and growth (academic, social emotional and behavioral)
- Increased knowledge of educators with data analysis and differentiation of instruction
- Intentional tutoring and supports in place for learners for intervention
- Intentional staffing for Victory Place
- Intentional training for Reading Academies
- Purchase of Edgenuity for district

**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Director of Assessment and Accountability, Director of Federal and State Programs, Curriculum Department, Campus Administrators, Counselors, Instructional Coaches, Language Acquisition Specialists, and Business Department

**Problem Statements:** Demographics 2, 3, 4 - Student Learning 2, 4, 5 - District Processes & Programs 1, 3

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives<br>- Resources for educators (including embedded items within curriculum documents for English Learners)<br>- Continued focus on oral proficiency levels and spiraling this learning in training throughout the year<br>- Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners<br>- Increased student achievement and progress levels<br>-Use of Success Ed for system of housing learner needs<br><br>**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Director of ESL and Bilingual,  Curriculum Department, Language Acquisition Specialists and Campus Administrators<br><br>**Problem Statements:** Demographics 2, 4 - Student Learning 1, 2, 4, 5, 7 - District Processes & Programs 1 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Increased student achievement academic, social emotionally and behaviorally<br>- Training for classroom management and restorative practices<br>- Continued implementation of Character Ed programs to help support PBIS<br>- Use of Panorama Student Success Platform for progress monitoring<br>- Increased communication between schools, learners and families<br><br>**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Campus Administrators, Support Staff, Director and Coordinator of Student Services, Campus Counselors<br><br>**Problem Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 6, 7 - District Processes & Programs 3, 7, 8 - Perceptions 1, 2 | | | | |

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

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **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 while addressing equity and inclusivity deficits.   **Root Cause**: 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**: Barriers exist in which relationships have not been established and sustained with all learners

**Problem Statement 4**: There is a need to focus on the areas in the district identified with significant dis-proportionality.   **Root Cause**: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

## Student Learning

**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, writing and math skills to focus on early intervention.   **Root Cause**: Lack of alignment across the district with reading, writing and math 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 increased certifications for learners.   **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 and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.   **Root Cause**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district

**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 state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.   **Root Cause**: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

**Problem Statement 7**: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .   **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

## District Processes & Programs

**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 and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

**Problem Statement 3**: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.   **Root Cause**: Lack of aligned resources and systemic structures for counseling needs

**Problem Statement 4**: There is a need to strengthen our health enrichment curriculum to include new health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.   **Root Cause**: Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports

**Problem Statement 7**: There is a need to continue revisiting and improving efforts with safety and security for the district.   **Root Cause**: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel

| District Processes & Programs |
|---|
| **Problem Statement 8**: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.   **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district |

| Perceptions |
|---|
| **Problem Statement 1**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.   **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs |
| **Problem Statement 2**: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |
| **Problem Statement 3**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.   **Root Cause**: Lack of individuals choosing to work in public education. |

**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 Sources:** - 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
    - Opportunities for learners to express their future interests built into the learning design

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide training and resources to educators enhancing curriculum connections to real world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness elementary through secondary. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Provide training that highlights real world application in lesson design <br> -Provide training on course selection and opportunities <br> - Increase use of business partners and resident experts to support curriculum connections (tracking data on career clusters and industry professional participation) <br> - Increase learner awareness of career, college and  life readiness opportunities <br> - Increase alignment in curriculum and resources provided for MS and elementary in terms of CTE connections and real world learning (media classes, CTE spirit week, college and career readiness lab, iExplore curriculum, field trips and speakers focusing on a variety of careers) <br> - Texas College Prep via Texas College Bridge for High School <br> - Focus on transition for special education learners concerning Work Force Readiness and Advanced Diploma Plan. <br> - Counselor support for learners in selecting courses at the secondary level <br> - Training on 4 year plans for staff, learners and families <br> - Partnership with Dallas College - Dual Credit - participation <br> - Partnership with Tarleton participation <br><br> **Staff Responsible for Monitoring:** Executive Leadership Team, CISD Cabinet, Curriculum Department, Campus Administrators, Campus Counselors <br><br> **Problem Statements:** Demographics 1, 2, 5 - Student Learning 3, 4 - District Processes & Programs 1, 3 - Perceptions 2, 4 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Implement STEAM (Science, Technology, Engineering, Art and Mathematics) into our elementary specials classes. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Growth in learner engagement levels<br>-Building stronger problem solving and design thinking skills<br>-Building understanding of CTE and career connections<br>-Increasing ways for learners to show success in learning<br>-Usage of coding and digital tools<br>-Usage of goal setting tools, presentations, created products to show understanding and growth<br><br>**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and instruction, Curriculum Department, Technology Department, Campus Administrators, Digital Learning Coaches, Instructional Coaches,  Language Acquisition Specialists, Librarians, Counselors and GTi Specialists<br><br>**Problem Statements:** Student Learning 3, 4 - District Processes & Programs 1, 6 - Perceptions 2, 4 | | | | |

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

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **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 while addressing equity and inclusivity deficits.   **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding |
| **Problem Statement 5**: There is a need to strengthen current practices that prepare all learners for secondary course/program selection.   **Root Cause**: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD |

| Student Learning |
|---|
| **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 increased certifications for learners.   **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 and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.   **Root Cause**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district |

| District Processes & Programs |
|---|
| **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 3**: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.   **Root Cause**: Lack of aligned resources and systemic structures for counseling needs |

| District Processes & Programs |
|---|
| **Problem Statement 6**: There is a need to create and facilitate a CISD Strategic Planning Committee to build on the previous work done with CISD Visioning and put action plans in place to move the work forward.   **Root Cause**: Continued need to align work, focus areas and assign individuals to help lead the various charges of the district |

| Perceptions |
|---|
| **Problem Statement 2**: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |
| **Problem Statement 4**: There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders.   **Root Cause**: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities |

**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 Sources:** Learner digital portfolios, digital resources, rubrics, goal setting forms/templates

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** - Learner digital portfolios <br> - CISD staff digital portfolios <br> - Digital Portfolio continued training and implementation <br> - Aligned expectations for campuses throughout the year <br><br>     **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Intervention Services, Campus Administrators, Digital Learning Coaches, Instructional Coaches, Gifted and Talented Specialists, Librarians and Language Acquisition Specialists <br><br>     **Problem Statements:** Student Learning 1, 4, 5 - Perceptions 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or innovative and creative practices. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** - Performance Tasks in learning <br> - Rubrics for academic and social-emotional growth <br> - Goal setting forms/reflections <br> - Digital presentations (video, media, etc.) <br> - More intentional and detailed feedback for learners <br><br>     **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and Language Acquisition Specialists <br><br>     **Problem Statements:** Student Learning 1, 4, 5 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Continue to build on enrollment in our current choice programs (IB and New Tech) and CTE programs and explore ways which allow for possible expansion of these programs/programs of study. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** - Targeted communication for staff, learners, families and the community to help build on understanding of the programs and increase enrollment<br>    - Focused support with curriculum writing and training for programs<br>    - Long range budgeting needs/plans for district choice programs and CTE programs of study<br>    - Feedback from staff, learners and families on programs offered in CISD<br>    - District committee focused on efforts with exploring possible expansion, building programs, identifying needs<br>    **Staff Responsible for Monitoring:** Executive Leadership Team, CISD Cabinet, District Committees, Director of CTE, Campus Administrators<br><br>    **Problem Statements:** Demographics 1, 3, 5 - Student Learning 3, 4, 5 - District Processes & Programs 2, 5, 6 - Perceptions 2, 4 | | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✖ Discontinue | | | | |

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **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 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 |
| **Problem Statement 5**: There is a need to strengthen current practices that prepare all learners for secondary course/program selection.   **Root Cause**: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD |
| **Student Learning** |
| **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 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 increased certifications for learners.   **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 and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.   **Root Cause**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district |
| **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 |

| District Processes & Programs |
|---|
| **Problem Statement 2**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning |
| **Problem Statement 5**: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with bond funds.   **Root Cause**: Lack of funding from the state and sustainability for future needs |
| **Problem Statement 6**: There is a need to create and facilitate a CISD Strategic Planning Committee to build on the previous work done with CISD Visioning and put action plans in place to move the work forward.   **Root Cause**: Continued need to align work, focus areas and assign individuals to help lead the various charges of the district |

| Perceptions |
|---|
| **Problem Statement 2**: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |
| **Problem Statement 4**: There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders.   **Root Cause**: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities |

**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 curate curriculum documents, provide training and implement specific programs for needed support/resources for counseling and social emotional learning.

**Evaluation Data Sources:** - Revised curriculum documents
- Administrator and educator feedback
- Training resources
- Social Emotional Survey data
- Specific Training for Counselors and implementation of resources purchased
- Threat Assessment Data
- Panorama survey data
- CISD Strategic Design Work

| Strategy 1 Details | Reviews | | | |
| --- | --- | --- | --- | --- |
| **Strategy 1:** Continue revising, updating, implementing and evaluating current PK-12 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education.<br>Including the following character traits per TEA:<br>- Courage<br>- Trustworthiness, including honesty, reliability, punctuality, and loyalty<br>- Integrity<br>- Respect and courtesy<br>- Responsibility, including accountability, diligence, perseverance, and self-control<br>- Fairness, including justice and freedom from prejudice<br>- Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity<br>- Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law<br>- School pride<br>- Gratitude<br><br>    **Strategy's Expected Result/Impact:** - Utilization of social-emotional curriculum supports within lesson design<br>    - ESSER Grant funds to implement purchases for needs for SEL training and resources for campuses<br>    - Learner growth as indicated through survey/learner goals (academic and social emotional)<br>    - Elementary and Secondary Resources available for supports in learning<br>    - Scope and Sequence and curriculum documents of support implemented<br>    - CISD Strategic Design Work<br>    - Implementation of social emotional support structures:  class meetings, check-ins and restorative practices.<br><br>    **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Coordinator of Counseling and Social Emotional Learning, Curriculum Department,  District Support Counselors, Coordinator of Behavior Services and Coordinator of School Safety, Campus Counselors<br><br>    **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 4, 5, 6 - District Processes & Programs 3 - Perceptions 1 | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Continue building, implementing and evaluating an aligned comprehensive counseling program that includes support for elementary and secondary campuses. (TEA Model - Guidance curriculum, Responsive Services, Individual Planning, and System Support) | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** - Utilization of social-emotional curriculum supports within lesson design<br>- Learner growth as indicated through survey/learner goals<br>- Educator training on embedded supports<br>- Aligned, integrated curriculum that allows for counseling supports (academic and social emotional) throughout the PK-12 learning system<br> - ESSER grant looking at training for counseling team and educators<br>- ESSER position<br>-Coordinator of Counseling and SEL to support counseling team and district SEL and counseling goals across the district<br>- Requirements per the state for 80/20 for counselors (tracking learner support)<br>- Stronger communication with families of academic, social emotional, mental health resources (building on district/campus websites)<br><br>**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Coordinator of Counseling and Social Emotional Learning, Curriculum Department, District Support Counselors, Coordinator of Behavior Services and Coordinator of School Safety, Campus Counselors<br><br>**Problem Statements:** Demographics 1, 2, 5 - Student Learning 4, 6 - District Processes & Programs 1, 3, 4, 7 - Perceptions 1 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide | Formative | | | Summative |
| | Nov | Feb | Apr | June |

prevention, including recognizing suicide related risk factors and warning signs)  (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content)
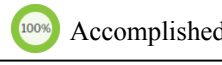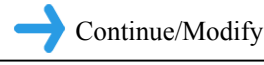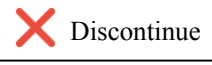
    **Strategy's Expected Result/Impact:** - Continued partnership with SHAC
- Utilization of health curriculum supports for mental health within lesson design
- Learner growth as indicated through survey/learner goals
- Educator training on embedded supports
- Implementation at campuses (training and curriculum) working with middle school campuses and embedded supports within 6th grade PE

    **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Coordinator of Counseling and Social Emotional Learning, Curriculum Department, District Support Counselors, Coordinator of Behavior Services, Behavior Specialists, Coordinator of School Safety, Campus Counselors, and Coordinator of Health Services

    **Problem Statements:** Demographics 1, 3 - Student Learning 1, 4, 6 - District Processes & Programs 4 - Perceptions 1

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

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **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 while addressing equity and inclusivity deficits.  **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 |
| **Problem Statement 5**: There is a need to strengthen current practices that prepare all learners for secondary course/program selection.  **Root Cause**: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD |
| **Student Learning** |
| **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 4**: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.  **Root Cause**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district |

| Student Learning |
|---|
| **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 state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause**: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners |

| District Processes & Programs |
|---|
| **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 3**: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause**: Lack of aligned resources and systemic structures for counseling needs |
| **Problem Statement 4**: There is a need to strengthen our health enrichment curriculum to include new health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause**: Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports |
| **Problem Statement 7**: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause**: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel |

| Perceptions |
|---|
| **Problem Statement 1**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs |

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

**Performance Objective 2:** CISD will continue to bring clarity, communicate systems and provide intentional training to ensure alignment with practices/ supports across the district.

**Evaluation Data Sources:** - Curriculum embedded resources
- Behavior supports/resources
- Discipline data
- Feedback from district Panorama survey data learners, staff and families
- Trainings provided
- Threat assessment data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue offering training (district and state required training) that support mental health and well being. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** - Implement training across the district (state required and other) | **Nov** | **Feb** | **Apr** | **June** |
| - Analyze training impact through reflection tools<br>- Feedback from learners, families and staff (Panorama survey and PL feedback)<br>- Parent University sessions throughout the year<br>- Counselor Connections on Campuses for updates and training<br>- Tracking training required in Professional Learning - Powerschool | | | | |
| **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Team, Director of Professional Learning, Campus Administrators, Campus Counselors | | | | |
| **Problem Statements:** Demographics 2, 3 - Student Learning 1, 6, 7 - District Processes & Programs 2, 3, 4, 8 - Perceptions 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Threat Assessment process being utilized and strengthening supports for learners in need<br> Increase awareness and action plans in order to support all learners with behavior needs<br>- Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices<br>- Team approach when looking at behavior data and specific intervention plans for learners<br>- Learner growth in behavioral needs<br>- CISD Discipline Matrix being utilized<br>-Online Truancy course required for learners<br>- Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives<br>- District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying | | | | |
| **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Executive Director of Instructional Leadership, Coordinator of Counseling and Social Emotional Learning, Curriculum Department, Director of Student and Staff Services, District Support Counselors,  and Coordinator of School Safety | | | | |
| **Problem Statements:** Demographics 1, 2, 4 - Student Learning 1, 5, 6, 7 - District Processes & Programs 3, 4, 7, 8 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Continue implementation of Crucial Conversations training with staff across the district  and implement Poverty Simulation Training (Region 10) in order to strengthen engagement, efficiency, equity, communication and relationships with all stakeholders. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Strengthen skills of staff members when working with others internally and externally<br>- Reduction in grievances or concerns<br>- Understanding how to support all learners and families from varying backgrounds<br>- Strengthen processes and communication across the district<br>- Crucial Conversations Training - documentation in PL Powerschool (Trainer of Trainers providing training)<br>-Feedback from staff attending the training | | | | |
| **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Team, Director of Professional Learning, Campus Administrators, Trainer of Trainers Crucial Conversations | | | | |
| **Problem Statements:** Demographics 1, 2, 3, 4 - District Processes & Programs 2 - Perceptions 3 | | | | |

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

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **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 while addressing equity and inclusivity deficits.   **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 |
| **Problem Statement 4**: There is a need to focus on the areas in the district identified with significant dis-proportionality.   **Root Cause**: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners |

| Student Learning |
|---|
| **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 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 state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.   **Root Cause**: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners |
| **Problem Statement 7**: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .   **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth |

| District Processes & Programs |
|---|
| **Problem Statement 2**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning |
| **Problem Statement 3**: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.   **Root Cause**: Lack of aligned resources and systemic structures for counseling needs |
| **Problem Statement 4**: There is a need to strengthen our health enrichment curriculum to include new health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.   **Root Cause**: Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports |
| **Problem Statement 7**: There is a need to continue revisiting and improving efforts with safety and security for the district.   **Root Cause**: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel |
| **Problem Statement 8**: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.   **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district |

| Perceptions |
|---|
| **Problem Statement 1**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.   **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs |
| **Problem Statement 3**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.   **Root Cause**: Lack of individuals choosing to work in public education. |

**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 opportunities and gather feedback from participants on their growth and the impact of the training.

**Evaluation Data Sources:** Resources district/campus (within Schoology), PLC implementation rubric district/campus, Training documentation, Administrator/Educator feedback, Mentoring Supports and training, PL courses, Feedback surveys on training, Crucial Conversations trainers and training documentation

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district within professional learning opportunities. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** - Evidence of PLC/MTSS structures in professional learning<br>- Increase use of data to support evidence-based decisions for professional learning<br>-Department meetings, campus meetings, campus intervention/enrichment times<br>- Support for new educators to the district with mentoring and building blocks for PLC/MTSS<br>- BEAM support for 1-2 year educators<br>- Full implementation of Student Success Platform in Panorama<br>    **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators<br><br>    **Problem Statements:** Demographics 2, 4, 5 - Student Learning 1, 2, 3, 4, 5 - District Processes & Programs 2, 5, 6, 8 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** -Continue building  repository of training within PowerSchool Professional Learning<br>- Promote CISD educators presenting and sharing their knowledge both in district, locally in the state and nationally<br>- Streamline training and gathering of information from various stakeholders<br>- 3-5 year plan for professional learning needs and target specific federal and local funds to ensure continuity and sustainability in the planning process<br>    **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Chief Financial Officer, Chief Operations Officer, Director of Professional Learning<br><br>    **Problem Statements:** Demographics 2, 5 - Student Learning 1, 2, 3, 7 - District Processes & Programs 1, 2, 5, 6 - Perceptions 4 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Create a district system focused on growing the capacity of individuals, concerning staffing opportunities, which helps with sustainability and succession plans for positions in the district. | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** -Mentoring and growing leaders within the district<br>- Reviewing hiring and recruiting practices and specific outreach to a wide variety of colleges and internship programs for specialized staffing positions (ex: administrators, counselors, diagnosticians, licensed school psychologists, librarians, etc.)<br>- Goal setting focused on possible future roles one might take in education for growth opportunities<br>- Increasing student teacher participation rates and connections with various colleges<br>- Pride Pathways - Growing Educator Preparation<br>- CTE Growing Educator Pathway<br>- Empowering Leaders in CISD - (PL targeted to staff wanting to grow in education)<br><br>**Staff Responsible for Monitoring:** Executive Leadership Team, CISD Cabinet,  Director of Professional Learning, Campus Administrators<br><br>**Problem Statements:** District Processes & Programs 1, 2, 3, 5, 6 - Perceptions 3 | | | | |

0% **No Progress**          100% **Accomplished**          → **Continue/Modify**          ✕ **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 while addressing equity and inclusivity deficits.   **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding |
| **Problem Statement 4**: There is a need to focus on the areas in the district identified with significant dis-proportionality.   **Root Cause**: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners |
| **Problem Statement 5**: There is a need to strengthen current practices that prepare all learners for secondary course/program selection.   **Root Cause**: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD |
| **Student Learning** |
| **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, writing and math skills to focus on early intervention.   **Root Cause**: Lack of alignment across the district with reading, writing and math 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 increased certifications for learners.   **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 and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.   **Root Cause**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district |

## Student Learning

**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 7**: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .  **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

## District Processes & Programs

**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 and focused on sustainability for future needs.  **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

**Problem Statement 3**: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.  **Root Cause**: Lack of aligned resources and systemic structures for counseling needs

**Problem Statement 5**: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with bond funds.  **Root Cause**: Lack of funding from the state and sustainability for future needs

**Problem Statement 6**: There is a need to create and facilitate a CISD Strategic Planning Committee to build on the previous work done with CISD Visioning and put action plans in place to move the work forward.  **Root Cause**: Continued need to align work, focus areas and assign individuals to help lead the various charges of the district

**Problem Statement 8**: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.  **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

## Perceptions

**Problem Statement 3**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.  **Root Cause**: Lack of individuals choosing to work in public education.

**Problem Statement 4**: There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders.  **Root Cause**: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

**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, implement and evaluate tools/resources/assessments that monitor growth within the educational system.

**Evaluation Data Sources:** Utilization of aligned resources purchased by the district, District/Campus common formative assessments, Online district pamphlet created with quantitative/qualitative data, CISD Teacher Incentive Allotment plan, resources and communications

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue researching, developing and implementing a CISD Community Based Accountability System. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** - Online district pamphlet created with quantitative and qualitative data<br>- District dashboard showcasing various pieces of data<br>- TPAC (Texas Performance Assessment Consortium) participation<br>- Update and evaluate Learner and Leadership Profile<br>-Showcase learner growth of the whole child<br><br>**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Director of Data Systems and Program Analysis, District TPAC Core Team<br><br>**Problem Statements:** Demographics 1, 4, 5 - Student Learning 4, 5, 7 - District Processes & Programs 5, 6, 7 - Perceptions 2, 3 | **Nov** | **Feb** | **Apr** | **June** |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Continue exploring, developing and implementing an aligned system for the CISD Teacher Incentive Allotment (TIA). | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** - Alignment within evaluation practices across the district<br>- Provide additional funding to educators who meet standards through the TIA<br>- Onboarding training created for staff about the TIA<br>- Approval from the state for TIA<br>- Increase efforts concerning recruitment with the implementation of TIA<br><br>**Staff Responsible for Monitoring:** Executive Leadership Team, CISD Cabinet, Campus Administrators<br><br>**Problem Statements:** Student Learning 4, 5, 7 - District Processes & Programs 1, 2, 5 - Perceptions 2, 3 | **Nov** | **Feb** | **Apr** | **June** |
| 0% No Progress          100% Accomplished          ➡ Continue/Modify          ✖ Discontinue | | | | |

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **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 4**: There is a need to focus on the areas in the district identified with significant dis-proportionality.   **Root Cause**: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners |
| **Problem Statement 5**: There is a need to strengthen current practices that prepare all learners for secondary course/program selection.   **Root Cause**: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD |

| Student Learning |
|---|
| **Problem Statement 4**: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.   **Root Cause**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district |
| **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 7**: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .   **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth |

| District Processes & Programs |
|---|
| **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 and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning |
| **Problem Statement 5**: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with bond funds.   **Root Cause**: Lack of funding from the state and sustainability for future needs |
| **Problem Statement 6**: There is a need to create and facilitate a CISD Strategic Planning Committee to build on the previous work done with CISD Visioning and put action plans in place to move the work forward.   **Root Cause**: Continued need to align work, focus areas and assign individuals to help lead the various charges of the district |
| **Problem Statement 7**: There is a need to continue revisiting and improving efforts with safety and security for the district.   **Root Cause**: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel |

| Perceptions |
|---|
| **Problem Statement 2**: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |
| **Problem Statement 3**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.   **Root Cause**: Lack of individuals choosing to work in public education. |

**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 continue to be strategic, systemic and reflective in focusing on the overall future needs of the district.

**Evaluation Data Sources:** - Strategic Planning Documentation
-Action steps and Point people identified to help support various areas
- Review feedback collected from various projects/surveys
- Program Evaluations, sustaining programs, new ideas/programs

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Create a CISD Strategic Design Committee whose charge will be to analyze and evaluate previous visioning focus areas, CISD programs and stakeholder feedback to then establish action plans/strategies to continue moving the work forward. | | **Formative** | | | **Summative** |
| | | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** - Prioritized list of needs for the district concerning facilities, programs and recommendations<br>- Action steps within the long range plan for possible future budgeting needs with facilities<br>- Assigned individuals who will help to lead the work along with their current roles/responsibilities<br>- Presentations with N2Learning and district staff<br>- Feedback from stakeholders<br>**Staff Responsible for Monitoring:** CISD Executive Leadership Team and CISD Cabinet<br><br>**Problem Statements:** Demographics 1, 3, 5 - Student Learning 5 - District Processes & Programs 1, 2, 5, 6, 7 - Perceptions 2, 3, 4 | | | | | |
| Strategy 2 Details | | Reviews | | | |
| **Strategy 2:** Explore and evaluate ways to support long-range budgeting needs for the district. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** - Partnering with district departments and campuses to improve campus/department purchasing processes where applicable with resources<br> - Reviewing current budgetary needs, possible future needs and sustainability plans<br>**Staff Responsible for Monitoring:** CISD Executive Leadership Team, CISD Cabinet, Campus Administrators<br><br>**Problem Statements:** Student Learning 5 - District Processes & Programs 1, 2, 5, 6 - Perceptions 3 | | Nov | Feb | Apr | June |
| | | | | | |
| 0% No Progress | 100% Accomplished | | Continue/Modify | X Discontinue | |

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|

**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 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

**Problem Statement 5**: There is a need to strengthen current practices that prepare all learners for secondary course/program selection.   **Root Cause**: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD

| Student Learning |
|---|

**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

| District Processes & Programs |
|---|

**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 and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

**Problem Statement 5**: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with bond funds.   **Root Cause**: Lack of funding from the state and sustainability for future needs

**Problem Statement 6**: There is a need to create and facilitate a CISD Strategic Planning Committee to build on the previous work done with CISD Visioning and put action plans in place to move the work forward.   **Root Cause**: Continued need to align work, focus areas and assign individuals to help lead the various charges of the district

**Problem Statement 7**: There is a need to continue revisiting and improving efforts with safety and security for the district.   **Root Cause**: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel

| Perceptions |
|---|

**Problem Statement 2**: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

**Problem Statement 3**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.   **Root Cause**: Lack of individuals choosing to work in public education.

**Problem Statement 4**: There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders.   **Root Cause**: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

**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:** Expand use of digital tools to support specific systems within the district.

**Evaluation Data Sources:** - Implementation and feedback on Laserfiche
- Implementation and feedback on Parent Square
- Implement the two new Powerschool systems for professional learning and evaluation for staff

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Utilize Laserfiche to increase efficiency and minimize manual repetitive tasks:  Migrate paper documents into an electronic repository that can be easily searched and eliminate potential loss of data due to disasters. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Increase productivity and efficiency levels for staff<br>- Reduction of paper and storage needs<br>- Stronger backup system in case of natural disaster or storage issues<br>- Strengthening system of housing confidential information<br><br>**Staff Responsible for Monitoring:** Chief Operations Officer, Executive Director of Technology, Technology Department, CISD departments implementing Laserfiche this year<br><br>**Problem Statements:** Demographics 1 - District Processes & Programs 5, 6, 7 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Implement systems to help support staff and/or learner data privacy. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** - Support confidentiality needs of the district due to data privacy laws | **Nov** | **Feb** | **Apr** | **June** |
| - Training of staff on tools to use/not use<br>- Continued implementation of Parent Square resource<br>- Data privacy agreements for vendors/service providers<br><br>**Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services, Chief Operations Officer, Executive Director of Technology, Technology Department, Chief Communications Officer and Communications Team<br><br>**Problem Statements:** District Processes & Programs 2, 5, 6, 7 - Perceptions 3 | | | | |

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

**Performance Objective 4 Problem Statements:**

| Demographics |
|---|
| **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 |

| District Processes & Programs |
|---|
| **Problem Statement 2**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning |
| **Problem Statement 5**: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with bond funds.   **Root Cause**: Lack of funding from the state and sustainability for future needs |
| **Problem Statement 6**: There is a need to create and facilitate a CISD Strategic Planning Committee to build on the previous work done with CISD Visioning and put action plans in place to move the work forward.   **Root Cause**: Continued need to align work, focus areas and assign individuals to help lead the various charges of the district |
| **Problem Statement 7**: There is a need to continue revisiting and improving efforts with safety and security for the district.   **Root Cause**: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel |

| Perceptions |
|---|
| **Problem Statement 3**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.   **Root Cause**: Lack of individuals choosing to work in public education. |

**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 continue to leverage a variety of communication tools to increase clarity and consistency of district information and processes for stakeholders.

    **Evaluation Data Sources:** - Internal/external (newsletters, blogs, website)
    - Schoology courses and resource management
    - Video connections (Facebook live, recordings, screen casts, meetings, etc.)

| Strategy 1 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 1:** Continue efforts with communication to all staff, families and community members as we work through processes with sharing the learning happening across the district, the CISD Strategic Design Committee and working through upcoming CISD bond projects. | | **Formative** | | **Summative** |
| | | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** - District website updated with information from Strategic Design Committee<br>- Updated bond project timelines and project completions<br>- Establish CISD Bond Oversight Committee and updates posted<br>- Increased engagement for staff, families, learners and community members in what is happening in CISD<br>- Form CISD Community Engagement Committee<br><br>**Staff Responsible for Monitoring:** CISD Executive Leadership Team, CISD Cabinet, CISD Communications Team<br><br>**Problem Statements:** Demographics 1 - District Processes & Programs 5, 6, 7<br>**Funding Sources:** Translations of DIP and CIPs (6) to Spanish - 211 - Title I, Part A - 6299 - $3,500 | | | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue | | | | | |

**Performance Objective 5 Problem Statements:**

| Demographics |
|---|
| **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 |
| **District Processes & Programs** |
| **Problem Statement 5**: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with bond funds. **Root Cause**: Lack of funding from the state and sustainability for future needs |
| **Problem Statement 6**: There is a need to create and facilitate a CISD Strategic Planning Committee to build on the previous work done with CISD Visioning and put action plans in place to move the work forward. **Root Cause**: Continued need to align work, focus areas and assign individuals to help lead the various charges of the district |
| **Problem Statement 7**: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause**: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel |

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

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

 **Evaluation Data Sources:** - Safety and security drills
 - Door sweeps
 - Safety and security training for all staff
 - Safety and security training for learners
 - Continued implementation of Raptor
 - Communication for families

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Ensure all safety drills take place within the district, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/ recommendations. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Aligned practices for safety and security across the district<br>-Aligned training for staff and learners in CISD<br>-Safety of learners and staff in CISD<br>-Communication to all stakeholders about safety and practices of CISD<br>- Continued implementation of door sweeps on campuses and district buildings at least once each week during instructional days<br>- Review of current district practices and staff hired to help support safety<br><br>**Staff Responsible for Monitoring:** CISD Executive Leadership Team, CISD Cabinet, CISD District and Campus Administrators, Coordinator of Safety and Security, SROs and SRDs<br><br>**Problem Statements:** Demographics 1 - District Processes & Programs 7 - Perceptions 1 | | | | |
| 0% No Progress  100% Accomplished  → Continue/Modify  ✕ Discontinue | | | | |

**Performance Objective 6 Problem Statements:**

| Demographics |
|---|
| **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 |
| **District Processes & Programs** |
| **Problem Statement 7**: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause**: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel |

**Perceptions**

**Problem Statement 1**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** $1,438,078.00
**Total FTEs Funded by SCE:** 0
**Brief Description of SCE Services and/or Programs**

A program specifically designed to serve students at risk of dropping out of school, as defined by the TEC, §29.081, is considered to be a program supplemental to the regular education program, and a school district may use its compensatory education allotment for such a program. Correspondingly, a majority of CISD's State Compensatory Education allotment is budgeted for such a program, which is housed at out Victory Place @ Coppell campus. In accordance with TEC, §29.081, the direct SCE program funds are used to meet the costs of providing: • compensatory programs and services under the TEC, §29.081; or • supplemental programs and services, including services provided by an instructional coach, designed to eliminate any disparity in performance in on assessment instruments administered under the TEC, Chapter 39, Subchapter B, or disparity rates in the high school completion rate between students who are educationally disadvantaged and students who were not educationally disadvantaged and at-risk students and all other students; • the expenses related to reducing the dropout rate and increasing the rate of high school completion including expenses related to: programs that build skills related to managing emotions, establishing and maintain positive relationships, and making responsible decisions. In meeting the requirements of providing a compensatory, intensive, or accelerated instruction program under the TEC, §48.104(l)(2), the VP@C compensatory education allotment is used for costs supplementary to the regular education program, such as: • costs for the SCE program and student evaluation, • instructional materials and equipment and other supplies required for quality instruction of identified at-risk students, • supplemental staff expenses, • salary for teachers of at-risk students, • smaller class size, and • individualized instruction of identified at-risk students. Specifically, the SCE allotment at VP@C is used for the following allowable supplemental expenses: • 6100s = $861,603 (salaries/benefits/subs) • 6200s = $35,000 (campus security) • 6200s = $22,700 (campus budgeted) • 6300s = $32,400 (campus budgeted supplies) • 6400s = $23,375 (campus budgeted) • TOTAL: 975,078 Additionally, the remaining campuses in CISD receive a proportionate allocation of SCE funding to supplement their programs or services that are in addition to the regular education program. These supplemental costs can include items that are designed specifically to reduce any disparity in performance on assessment instruments administered under the TEC, Chapter 39, Subchapter B, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students such as, but are not limited to: • accelerated instruction for students that have taken an EOC assessment as required by the TEC, §39.023(c), and has not performed satisfactorily; • supplemental accelerated instruction for students who did not pass the state assessment as required by HB 4545; • required accelerated instruction program(s) evaluation(s) to assess the impacts or effectiveness of programs; • student evaluation or assessment of progress in meeting the goals of the program in reducing any disparity in performance on assessment instruments administered under the TEC, Chapter 39, Subchapter B, or disparity in the rates of high school completion between students at risk of dropping out of school and educationally disadvantaged students, and all other students in the school district; • instructional materials, equipment, and supplies that are both reasonable and necessary to implement a quality supplemental program; • specialized staff development to train personnel in intervention who are working with the intended population defined in the authorizing statutes; • salary and related expenses for supplemental instruction of students at risk of dropping out of school; • individualized and small group instruction; • class size reduction (Note: SCE funds are not used to meet state or federally mandated rules); • accelerated instruction (such as accelerated reading45, math, science, or social studies program); • dyslexia or a related disorder program (TEC, §38.003); • LEA's mentoring services program (TEC, §29.089); • tutorials for the intended population defined in the authorizing statues, the TEC, §29.081, and the TEC, §48.104; • computer-assisted instruction; • STAAR remediation; • extended day instructional sessions for pre-kindergarten; and • extended school day, school week, or school year calendar. Campuses other than Victory Place have budgeted their SCE funds for allowable supplemental activities supporting accelerated instruction in the following ways: • 6100s = 185,000 • 6200s = 0 • 6300s = 278,000 • TOTAL: 463,000

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Robyn Webb | Director of Federal and State Programs | Title I Administration | 11% |