

Coppell Independent School District
District Improvement Plan
2018-2019



Mission Statement

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

Values

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

In the 2017-18 school year, Coppell ISD consisted of 10 elementary campuses, 3 middle schools, an alternative campus, and two high schools, one of which is dedicated to project based learning. The district enrolls learners from Coppell and neighboring cities, including Irving, Lewisville, and Dallas. The district opened in 1959 with approximately 175 learners. Enrollment in 2017-18 was 12,661 which represents an increase of 12% from 5 years ago.

In 2017-18, the student population was 47.9% Asian, 31% White, 13.4% Hispanic, 4.3% African American, 0.1 % Native Hawaiian/Pacific Islander, 0.3% American Indian/Alaskan Native and 3.1% Two or More ethnicities. Females made up 48.7% of the learners and males represented 51.3%. Our economically disadvantaged percentage was 8.9%.

Our English Learner (EL) population consisted of 1,507 learners that made up 11.9% of our district. The top 5 foreign languages spoken by this student group were: Spanish (22.4%), Telegu (19.9%), Tamil (8.8%), Hindi (8.6%), and Korean (5.8%). Additionally, 18.1% of our ELs were also economically disadvantaged.

Our 2,316 gifted and talented learners constituted 18.3% of our population. Our gender split in the GT group was 44.9% female and 55.1% male. Of the four major ethnic groups, our GT learners consisted of 61.6% Asian, 27.3% White, 6.4% Hispanic and 1.2% African American learners.

We had 823 learners that qualified for special education services, which represented 6.5% of our population. There were 926 learners with 504 accommodations, which was 7.3% of the total enrollment.

The average daily attendance for Coppell ISD in 2017-18 was 96.90%, a decrease of 0.3% from the prior year. Mobility and dropout rates will be updated when that data is available.

Coppell ISD employed 790 teachers and 92 instructional aides in the 2017-18 school year. The number of teachers increased by 27 from the prior year while the number of aides increased by 9. The ethnic breakdown for the teaching staff was 4.3% Asian, 84.9% White, 7.2% Hispanic, 2.1% African American, 0% Native Hawaiian/Pacific Islander, 0.4% American Indian/Alaskan Native and 1.1% Two or More ethnicities. Females made up 76.6% of the staff and males represented 23.4%.

Overall, our teachers had a varying level of professional experience: 12.8% (97) were new to teaching with 0-1 years of experience, 24.7% (188) had 2-5 years, 18.9% (144) had 6-10 years, 17.8% (135) had 11-15 years, 12.9% (98) had 16-20 years, and 12.9% (98) had more than 20 years. Looking at longevity within the district, 30.5% of our teachers had 0-1 years in district, 34.6% had 2-5 years, 12.5% had 6-10 years, 11.7% had 11-15 years, 7.2% had 16-20 years

and 3.4% had more than 20 years. The average years of professional experience was 10.47 with 5.98 years in the district.

Advanced degrees were held by 25.8% of our teachers: 189 with master's degrees and 7 with doctorates. Our campus principals had an average of 22 years of career experience in a professional position (not necessarily as a principal) and 12 years in Coppell. Our assistant principals had an average of 16 years of professional experience and 6 years in the district.

Our teacher retention rate from 2016-17 to 2017-18 was 82.4%. For educational aides it was 73.4%. We hired 134 new teachers in 2017-18. The characteristics of our new teachers were as follows: 75.4% White, 12.7% Hispanic, 6.7% Asian, 3% African American, 0.7% American Indian, 0% Native Hawaiian, 1.5% multi-racial, 71.6% female, 28.4% male, 41% new to teaching, 21.6% with 2-5 years of professional experience, 16.4% with 6-10 years, 11.9% with 11-15 years, 6.7% with 16-20 years, 2.2% with more than 20 years. The average years of professional experience was 5.35. 30.6% of our new teachers had advanced degrees.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

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

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

Student Academic Achievement

Student Academic Achievement Summary

District Student Academic Achievement

STAAR

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

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

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

From 2015-2018, the Coppell ISD experienced an increase in performance on 86% of the STAAR Mathematics assessments. The data below reflects the March and/or April administration for grades 5 and 8.

- Grade 3: 65% to 73%

- Grade 4: 58% to 74%
- Grade 5: 70% to 79%
- Grade 6: 80% to 73%
- Grade 7: 72% to 91%
- Grade 8: 33% to 87%
- Algebra I: 72% to 78%

On the STAAR Reading assessment over the 2015-2018 time-frame, the district saw 88% of the grade levels as showing an increase or staying the same. The data below reflects the March and/or April administration for grades 5 and 8.

- Grade 3: 62% to 66%
- Grade 4: 68% to 73%
- Grade 5: 70% to 80%
- Grade 6: 70% to 70%
- Grade 7: 64% to 80%
- Grade 8: 70% to 79%
- English I: 82% to 74%
- English II: 80% to 83%

On the STAAR Science assessment over the 2015-2018 time-frame, the district experienced 100% of the assessments increasing or staying the same.

- Grade 5: 51% to 67%
- Grade 8: 62% to 85%
- Biology: 81% to 81%

On the STAAR Social Studies assessments from 2015-2018, both grade levels experienced an increase in the passing percentage.

- Grade 8: 53% to 73%
- U. S. History: 81% to 91%

On the STAAR Writing assessments from 2015 to 2018, both grade levels experienced an increase in the passing percentage.

- Grade 4: 56% to 71%
- Grade 7: 60% to 76%

SEE BELOW FOR TABLES OF DATA

“ALL STUDENTS” CATEGORY
 ACHIEVED THE MEET PASSING STANDARD
 (CHANGE IN PERFORMANCE FROM 2015 TO 2018)

GRADE	READING	MATH	SCIENCE	SOCIAL STUDIES	WRITING
3	62% to 66%	65% to 73%			
4	68% to 73%	58% to 74%			56% to 71%
5 (Mar/Apr)	70% to 80%	70% to 79%	51% to 67%		
6	70% to 70%	80% to 73%			
7	64% to 80%	72% to 91%			60% to 76%
8	70% to 79%	33% to 87%	62% to 85%	53% to 73%	
Algebra I		72% to 78%			
Biology			81% to 81%		
English I	82% to 74%				
English II	80% to 83%				
U.S. History				81% to 91%	

ECONOMICALLY DISADVANTAGED
 ACHIEVED THE MEET PASSING STANDARD
 (CHANGE IN PERFORMANCE FROM 2015 TO 2018)

GRADE	READING	MATH	SCIENCE	SOCIAL STUDIES	WRITING
3	30% to 31%	30% to 36%			
4	33% to 45%	23% to 40%			21% to 46%
5 (Mar/Apr)	36% to 47%	31% to 41%	17% to 41%		
6	24% to 43%	42% to 54%			

7	31% to 51%	46% to 64%			31% to 44%
8	49% to 50%	13% to 69%	31% to 54%	28% to 44%	
Algebra I		40% to 46%			
Biology			56% to 58%		
English I	58% to 45%				
English II	60% to 53%				
U.S. History				67% to 78%	

SPECIAL EDUCATION
 ACHIEVED THE MEET PASSING STANDARD
 (CHANGE IN PERFORMANCE FROM 2015 TO 2018)

GRADE	READING	MATH	SCIENCE	SOCIAL STUDIES	WRITING
3	23% to 28%	23% to 34%			
4	14% to 22%	16% to 25%			8% to 19%
5 (Mar/Apr)	21% to 40%	26% to 37%	15% to 25%		
6	16% to 5%	36% to 26%			
7	17% to 17%	27% to 31%			3% to 27%
8	8% to 24%	5% to 44%	8% to 31%	5% to 24%	
Algebra I		3% to 20%			
Biology			22% to 25%		
English I	18% to 17%				
English II	16% to 16%				
U.S. History				27% to 32%	

LIMITED ENGLISH PROFICIENT (LEP)					
ACHIEVED THE MEET PASSING STANDARD					
(CHANGE IN PERFORMANCE FROM 2015 TO 2018)					
GRADE	READING	MATH	SCIENCE	SOCIAL STUDIES	WRITING
3	37% to 35%	45% to 62%			
4	29% to 44%	37% to 52%			36% to 40%
5 (Mar/Apr)	23% to 28%	44% to 42%	16% to 22%		
6	18% to 21%	55% to 54%			
7	7% to 28%	40% to 56%			14% to 18%
8	24% to 17%	22% to 68%	20% to 44%	5% to 14%	
Algebra I		27% to 44%			
Biology			31% to 34%		
English I	23% to 22%				
English II	33% to 31%				
U.S. History				29% to 47%	

Student Academic Achievement Strengths

- Overall performance on SAT, ACT and AP assessments - well above state levels and approaches or exceed the national level of performance
- 57 National Merit Scholars
- Overall performance on STAAR is well above state levels
- Fine Arts highly recognized for Music Education
- Participation and success in co-curricular and extra curricular activities
- Successful Athletic Programs and Opportunities Given

Problem Statements Identifying Student Academic Achievement Needs

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

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

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

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

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

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

Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause:** Lack of alignment with iPad utilization and new implementation of 1:1 for PK-3rd grade

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

District Processes & Programs

District Processes & Programs Summary

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

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

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

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

District Processes & Programs Strengths

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

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

Problem Statements Identifying District Processes & Programs Needs

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

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

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

Perceptions

Perceptions Summary

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

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

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

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

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

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

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

Perceptions Strengths

- Value collective engagement
- Value Great Teaching
- Value Authentic Relationships
- Value Each Individuals' Contribution
- High Focus on Academics and Expectations for Learning
- High Focus on All Learners Going to College
- High Focus on Safety within Learning Environments

Problem Statements Identifying Perceptions Needs

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

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

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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
- 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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: All PK-12th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

Evaluation Data Source(s) 1: STAAR data, Response to Intervention data, Beginning/Middle/End of year district universal screener data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Training aligned to the implementation of the revised curriculum documents will be provided	Assistant Superintendent of Curriculum and Instruction and Curriculum Department	<ul style="list-style-type: none"> - High quality Tier I instruction for learners - Awareness and utilization of the curriculum documents district-wide 				
Problem Statements: Student Academic Achievement 1, 4 - School Processes & Programs 1						
2) Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies	Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators	<ul style="list-style-type: none"> - High quality Tier I instruction for learners - Checklist of look fors highlighting specific instructional strategies in all content areas 				
Problem Statements: Student Academic Achievement 1, 4 - School Processes & Programs 1 - Perceptions 3						
3) Create teacher mentoring teams on every campus and provide them professional learning to support educators	Assistant Superintendent for Curriculum and Instruction, Coordinator of Professional Learning and Director of Federal and State Funds	<ul style="list-style-type: none"> - Higher retention of educators to CISD - Improve learner achievement - Decrease equity gap for specific student groups - Lead4Ward training for mentor cadres 				
Problem Statements: Student Academic Achievement 1, 2, 4, 5, 7 - School Processes & Programs 1, 2, 3 - Perceptions 3						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

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

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

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

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause 5:** Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause 7:** Lack of alignment with iPad utilization and new implementation of 1:1 for PK-3rd grade

School Processes & Programs

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

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

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

Perceptions





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

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

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

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Data analysis protocols will be created, identified and utilized to enhance student learning outcomes	Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators	- Development of data analysis protocol - Awareness, training and implementation of data analysis protocols - TAIS process - Professional Learning Community data - Increased student achievement				
Problem Statements: Student Academic Achievement 5 - School Processes & Programs 1 - Perceptions 3						
2) Assessment resources within the curriculum documents will be revised to ensure standards are aligned and multiple modalities of data are available to educators	Assistant Superintendent of Curriculum and Instruction and Curriculum Department	- Common formative assessment training - Creation of common formative assessments - Utilization of Schoology AMP to create assessments and reports				
Problem Statements: Student Academic Achievement 4, 5 - School Processes & Programs 1 - Perceptions 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. Root Cause 4: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause 5: Lack of multiple data sources across the district being used to show evidence of learner growth
School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause 1: Barriers exist within the current system for learning for all

Perceptions

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





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

Performance Objective 3: Meaningful relationships that promote efficacy and achievement of all learners will be established and maintained.

Evaluation Data Source(s) 3: District committee created resources (rubrics, tools, trainings), strategic design action plan for relationships

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Identify and provide resources to promote meaningful relationships	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Executive Director of Intervention Services, Curriculum Department, Assistant Superintendent of Administrative Services, Executive Director of Human Resources, Director of Student and Staff Services, District Crisis Counselors, Crisis Intervention Coordinator, Coordinator of Behavior Services, Licensed Specialist in School Psychology, and Coordinator of School Safety	- Stronger relationships with learners -Development of identified resources for campus administrator and/or educator use - Lead4Ward training for mentor cadres				
Problem Statements: Demographics 1, 2, 3 - Perceptions 1, 3						

<p>2) Create a group of district leaders to collect and analyze data to inform next steps to promote meaningful relationships</p>	<p>Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Executive Director of Intervention Services, Curriculum Department, Assistant Superintendent of Administrative Services, Executive Director of Human Resources, Director of Student and Staff Services, District Crisis Counselors, Crisis Intervention Coordinator, Coordinator of Behavior Services, Licensed Specialist in School Psychology and Coordinator of School Safety</p>	<p>- Identify district group -Data collection and analysis process for social emotional enhancement - Increase positive relationships for all</p>				
<p>Problem Statements: Demographics 1, 3 - Student Academic Achievement 5 - Perceptions 1, 2</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:

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

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause 5:** Lack of multiple data sources across the district being used to show evidence of learner growth

Perceptions

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

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


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

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

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

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

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide resources and training to support educators to identify the proficiency levels of English Learners and plan appropriate classroom strategies	Assistant Superintendent of Curriculum and Instruction, Director of ESL and Bilingual, Curriculum Department and ESL facilitators	<ul style="list-style-type: none"> - Training for educators on specific classroom strategies to support English Learners - Resources for educators (including embedded items within curriculum documents for English Learners) - Increased utilization of appropriate classroom strategies for English learners - Increased student achievement and progress levels 				
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 5 - School Processes & Programs 1, 2, 3 - Perceptions 3						
						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. Root Cause 2: Barriers exist within our educational system due to lack of empathy/understanding
Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause 1: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. Root Cause 2: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause 5: Lack of multiple data sources across the district being used to show evidence of learner growth
School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause 1: Barriers exist within the current system for learning for all

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

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

Perceptions


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

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

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

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

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue the system of support for campuses involved in the TAIS (Texas Accountability Intervention System) process	Assistant Superintendent of Curriculum and Instruction, Director of Research, Accountability and Assessment, Director of Federal and State Programs and Curriculum Department	<ul style="list-style-type: none"> - TAIS (Texas Accountability Intervention System) documentation - FAST (Focus and Support Team) meetings - Decrease number of campuses involved in the TAIS process - Increase student achievement and growth 				
Problem Statements: Student Academic Achievement 1, 2, 4, 5 - School Processes & Programs 1						
						

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause 1: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. Root Cause 2: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. Root Cause 4: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause 5: Lack of multiple data sources across the district being used to show evidence of learner growth
School Processes & Programs

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





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 6: STAAR scores at the Approaches Grade Level for Special Education, ESL, and Economically Disadvantaged will increase over the previous year in each subject area assessed.

Evaluation Data Source(s) 6: STAAR data

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide resources and training to campus educators in supporting the specific learner groups through the Professional Learning Community/Response to Intervention process	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, ESL Facilitators and Special Education Coordinators	- Trainings developed and implemented - Response to Intervention process clearly defined and supported with resources - Increase academic achievement and growth for specific learner groups				
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 4, 5, 7 - School Processes & Programs 1						

<p>2) Professional learning will be provided emphasizing ways for educators to intervene, extend and enrich learning</p>	<p>Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, ESL Facilitators, and Special Education Coordinators</p>	<p>- Training for educators on specific classroom strategies to support interventions, extensions and enrichments - Increased academic achievement for identified student groups</p>				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3 - Perceptions 3</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. Root Cause 2: Barriers exist within our educational system due to lack of empathy/understanding</p>
Student Academic Achievement
<p>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</p>
<p>Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. Root Cause 2: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs</p>
<p>Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. Root Cause 3: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered</p>
<p>Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. Root Cause 4: Lack of alignment across the district with implementation of the district curriculum</p>
<p>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. Root Cause 5: Lack of multiple data sources across the district being used to show evidence of learner growth</p>
<p>Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. Root Cause 6: Lack of focus in the district on the social emotional/well-being of learners</p>
<p>Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. Root Cause 7: Lack of alignment with iPad utilization and new implementation of 1:1 for PK-3rd grade</p>

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

School Processes & Programs

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

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

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

Perceptions

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

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

Performance Objective 7: STAAR scores at the meets or masters performance levels will increase over the previous year in each subject area assessed.

Evaluation Data Source(s) 7: STAAR data

Summative Evaluation 7:

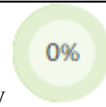
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide resources and training to campus educators in supporting all learners through the Professional Learning Community/Response to Intervention process	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators	- Trainings developed and implemented - Response to Intervention process clearly defined and supported with resources - Increase academic achievement and growth for all learners				
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 4, 5, 7 - School Processes & Programs 1						
2) Embedded supports within the curriculum and specific training will be provided that emphasize interventions, extensions and enrichments	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, ESL Facilitators, and Special Education Coordinators	- Training for educators on specific classroom strategies to support interventions, extensions and enrichments - Increased academic achievement for all learners				
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 4, 5 - School Processes & Programs 1						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. Root Cause 2: Barriers exist within our educational system due to lack of empathy/understanding
Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause 1: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. Root Cause 2: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. Root Cause 4: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause 5: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. Root Cause 7: Lack of alignment with iPad utilization and new implementation of 1:1 for PK-3rd grade
School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause 1: Barriers exist within the current system for learning for all

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

Performance Objective 1: All Pre-K through 12th grade learners will participate in at least two courses/activities focused on career, college and life readiness.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide campuses a list of business partners/resident experts willing to visit classrooms and facilitate learning related to career, college, and life readiness	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Director of Community Engagement, and Special Programs Coordinator	<ul style="list-style-type: none"> - District list of business partners/resident experts available to all stakeholders - Increase learner awareness of career, college and life readiness opportunities - Increase number of work-based learning sites 				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 3, 4, 8 - Perceptions 3						
2) Provide training and resources to educators enhancing curriculum connections to real world application in learning	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, and Director of Community Engagement, Coordinator of Professional Learning, Curriculum Department and Special Programs Coordinator	<ul style="list-style-type: none"> - Provide training that highlights real world application in lesson design - Increase use of business partners and resident experts to support curriculum connections - Increase learner awareness of career, college and life readiness opportunities 				
Problem Statements: Student Academic Achievement 3, 6, 7, 8 - School Processes & Programs 3 - Perceptions 3						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. Root Cause 1: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: Barriers exist in which relationships have not been established and sustained with all learners
Student Academic Achievement
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. Root Cause 3: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. Root Cause 4: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. Root Cause 6: Lack of focus in the district on the social emotional/well-being of learners
Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. Root Cause 7: Lack of alignment with iPad utilization and new implementation of 1:1 for PK-3rd grade
Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. Root Cause 8: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement
School Processes & Programs
Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. Root Cause 3: Lack of alignment and sustainability within professional learning
Perceptions
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. Root Cause 3: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

Performance Objective 2: All Pre-K through 12th grade learners will have multiple opportunities to highlight and showcase evidence of learning. (i.e. service learning, digital portfolios, presentations, etc.)

Evaluation Data Source(s) 2: Learner digital portfolios, digital resources, rubrics

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Implement digital portfolios to provide opportunities for highlighting the processes and products of learning	Assistant Superintendent of Curriculum and Instruction, Director of Digital Learning, Coordinator of Professional Learning and Curriculum Department	- Learner digital portfolios - Digital Portfolio training				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 3, 6, 7, 8 - School Processes & Programs 3 - Perceptions 3						
2) Resources will be developed which provide educators tools to showcase and assess learning in a variety of ways	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators	- Digital portfolio templates - Performance Tasks for math and science - Rubrics for academic and social-emotional growth				
Problem Statements: Student Academic Achievement 3, 4, 5, 6, 7 - School Processes & Programs 1 - Perceptions 3						
						

Performance Objective 2 Problem Statements:

Demographics	
Problem Statement 1: There is a need to enhance communication and engagement for families. Root Cause 1: Barriers exist within the current system with communication and engagement opportunities	
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: Barriers exist in which relationships have not been established and sustained with all learners	
Student Academic Achievement	
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. Root Cause 3: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered	
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. Root Cause 4: Lack of alignment across the district with implementation of the district curriculum	
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause 5: Lack of multiple data sources across the district being used to show evidence of learner growth	
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. Root Cause 6: Lack of focus in the district on the social emotional/well-being of learners	
Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. Root Cause 7: Lack of alignment with iPad utilization and new implementation of 1:1 for PK-3rd grade	
Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. Root Cause 8: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement	
School Processes & Programs	
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause 1: Barriers exist within the current system for learning for all	
Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. Root Cause 3: Lack of alignment and sustainability within professional learning	
Perceptions	
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. Root Cause 3: Lack of focus on the whole child and using multiple measures to show evidence of growth	

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

Performance Objective 3: CISD will investigate, explore and create tools/strategies that will quantitatively and qualitatively measure academic and social emotional growth.

Evaluation Data Source(s) 3: Goal setting forms (paper based, digital), rubrics (academic/social emotional)

Summative Evaluation 3:

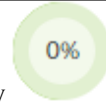
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Identify and/or create goal setting tools to allow learners to have more ownership in their academic learning	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators	- Goal setting tools -Learner led meetings (conferences, ARD and 504 meetings) - Learner self-advocacy				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 2, 5, 6 - School Processes & Programs 1 - Perceptions 3						
2) Identify and/or create goal setting tools to allow learners to have more ownership in their social/emotional learning	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators	- Goal setting tools -Learner led meetings (conferences, ARD and 504 meetings) - Learner self-advocacy				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 5, 6 - School Processes & Programs 1 - Perceptions 1, 3						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. Root Cause 1: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: Barriers exist in which relationships have not been established and sustained with all learners
Student Academic Achievement
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. Root Cause 2: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause 5: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. Root Cause 6: Lack of focus in the district on the social emotional/well-being of learners
School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause 1: Barriers exist within the current system for learning for all
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. Root Cause 1: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. Root Cause 3: Lack of focus on the whole child and using multiple measures to show evidence of growth



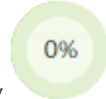

Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 1: CISD will continue to review and revise all content curriculum documents and provide needed supports to ensure equitable access of the curriculum for all learners.

Evaluation Data Source(s) 1: Revised curriculum documents, Administrator and educator feedback, Training resources, Social Emotional Survey data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Revise curriculum documents to include supports for social/emotional learning	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Curriculum Department, Director of Student and Staff Services, District Crisis Counselors, Crisis Intervention Coordinator, Coordinator of Behavior Services and Coordinator of School Safety	- Utilization of social-emotional curriculum supports within lesson design - Learner growth as indicated through survey/learner goals				
Problem Statements: Demographics 3 - Student Academic Achievement 4, 5, 6 - School Processes & Programs 1 - Perceptions 1, 2, 3						

2) Provide training on Cognitive Processing	Assistant Superintendent of Curriculum and Instruction, Executive Director of Intervention Services, Director of Intervention Services, 504, Dyslexia and Pre-K, Coordinators of Special Education, Coordinator of Behavior Services and Curriculum Department	- Schoology course and training documentation - Increase utilization of cognitive processes skills/supports				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 4, 5, 6 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2, 3						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias.	Root Cause 2: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners.	Root Cause 3: Barriers exist in which relationships have not been established and sustained with all learners
Student Academic Achievement	
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.	Root Cause 1: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention.	Root Cause 2: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.	Root Cause 4: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals.	Root Cause 5: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy.	Root Cause 6: Lack of focus in the district on the social emotional/well-being of learners
School Processes & Programs	
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all.	Root Cause 1: Barriers exist within the current system for learning for all

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

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

Perceptions

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

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


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

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

Performance Objective 2: All Pre-K through 12th grade learners will be provided instruction on digital citizenship, digital safety and information literacy.

Evaluation Data Source(s) 2: Schoology course, Technology committee action plan, Clarity survey data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Implement a district-wide Digital Citizenship Schoology course for educator access and implementation	Assistant Superintendent of Curriculum and Instruction, Director of Digital Learning, Coordinator of Professional Learning, Librarians and Digital Learning Coaches	- Implementation and documentation of access and usage of resources - Increase appropriate use of digital resources				
Problem Statements: Demographics 3 - Student Academic Achievement 3, 4, 6, 8 - Perceptions 1, 2						
2) Assemble long range technology committee to plan for the future of CISD technologies	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Associate Superintendent for CISD, Executive Director of Technology, Director of Technical Services, Head Librarian, and Director of Digital Learning	- Committee formed from a variety of stakeholders Sustained action plan for technologies - Increase district and community awareness for long range plan				
Problem Statements: Student Academic Achievement 7, 8 - School Processes & Programs 1 - Perceptions 2						
						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: Barriers exist in which relationships have not been established and sustained with all learners
Student Academic Achievement
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. Root Cause 3: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. Root Cause 4: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. Root Cause 6: Lack of focus in the district on the social emotional/well-being of learners
Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. Root Cause 7: Lack of alignment with iPad utilization and new implementation of 1:1 for PK-3rd grade
Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. Root Cause 8: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement
School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause 1: Barriers exist within the current system for learning for all
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. Root Cause 1: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe and secure learning environments across the district. Root Cause 2: Continued need to focus on safety in our world and align our practices across the district


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

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

Evaluation Data Source(s) 3: Translated curriculum documents for Dual Language Immersion Program, District documents (letters, handouts, etc.) translated into various languages, Meeting minutes with translator support, Schoology Courses

Summative Evaluation 3:

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

2) Investigate, explore and create multimedia connections to enhance and extend learning for all	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent for Administrative Services, Director of Digital Learning, Coordinator of Professional Learning, Multimedia and Communication Specialist and Director of Communications and Curriculum Department	- Repository of multimedia presentations, trainings, and learning opportunities for all stakeholders				
Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 4, 6, 8 - School Processes & Programs 1 - Perceptions 1, 2						
						

Performance Objective 3 Problem Statements:

Demographics	
Problem Statement 1: There is a need to enhance communication and engagement for families.	Root Cause 1: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias.	Root Cause 2: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners.	Root Cause 3: Barriers exist in which relationships have not been established and sustained with all learners
Student Academic Achievement	
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.	Root Cause 4: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy.	Root Cause 6: Lack of focus in the district on the social emotional/well-being of learners
Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement.	Root Cause 8: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement
School Processes & Programs	
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all.	Root Cause 1: Barriers exist within the current system for learning for all

Perceptions

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


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

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

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

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

Summative Evaluation 4:

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

Performance Objective 4 Problem Statements:

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

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

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

Student Academic Achievement

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

School Processes & Programs

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

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

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

Perceptions

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

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

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

Performance Objective 5: CISD will provide structures and/or strategies to support the social emotional well-being of learners.

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

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Investigate, create and implement resources and training to meet a wide variety of behavioral needs	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Executive Director of Intervention Services, Curriculum Assistant Superintendent of Administrative Services, Department, Director of Student and Staff Services, District Crisis Counselors, Crisis Intervention Coordinator, Coordinator of Behavior Services, License Specialists in School Psychology, and Coordinator of School Safety	<ul style="list-style-type: none"> - Classroom Management Framework Training - Provide opportunities for training of Restorative Practices - Repository of resources to support a variety of behavioral needs - Increase in learner positive behavior 				
Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 5, 6 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2, 3						

2) Establish a District Social- Emotional Advisory Council to inform long range curriculum development, programs and communication for social emotional learning	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Executive Director of Intervention Services, Curriculum Department, Assistant Superintendent of Administrative Services, Director of Student and Staff Services, District Crisis Counselors, Crisis Intervention Coordinator, Coordinator of Behavior Services, Licensed Specialist in School Psychology and Coordinator of School Safety	<ul style="list-style-type: none"> - Form council and develop action plans - Increase district and community awareness for long range plan - Increase in learner social emotional awareness 				
Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 5, 6, 8 - School Processes & Programs 1 - Perceptions 1, 2						

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 5 Problem Statements:

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

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

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause 5:** Lack of multiple data sources across the district being used to show evidence of learner growth

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

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

School Processes & Programs

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

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

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

Perceptions

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

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

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

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

Performance Objective 6: CISD will continue to implement safety procedures and protocols throughout all facilities.

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

Summative Evaluation 6:

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

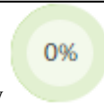
<p>3) Investigate and implement a crisis incident management software</p>	<p>Associate Superintendent for CISD, Assistant Superintendent of Administrative Services, Executive Director of Technology, Director of Student and Staff Services, District Crisis Counselors, Crisis Intervention Coordinator, and Coordinator of School Safety</p>	<ul style="list-style-type: none"> - Software implementation and training - Increase staff and learner safety 				
<p>Problem Statements: Demographics 1, 3 - School Processes & Programs 2, 3 - Perceptions 1, 2</p>						
<p>4) Increase awareness and focus on mental health</p>	<p>Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Executive Director of Intervention Services, Curriculum Department, Assistant Superintendent of Administrative Services, Director of Student and Staff Services, District Crisis Counselors, Crisis Intervention Coordinator, Coordinator of Behavior Services, Licensed Specialist of School Psychology, and Coordinator of School Safety</p>	<ul style="list-style-type: none"> - Provide awareness and create a repository of resources to help support mental health and well-being - Increase awareness of Employee Assistance Program (EAP) 				
<p>Problem Statements: Demographics 1, 3 - Student Academic Achievement 4, 5, 6 - School Processes & Programs 2, 3 - Perceptions 1, 2</p>						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 6 Problem Statements:

Demographics	
Problem Statement 1: There is a need to enhance communication and engagement for families. Root Cause 1: Barriers exist within the current system with communication and engagement opportunities	
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: Barriers exist in which relationships have not been established and sustained with all learners	
Student Academic Achievement	
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. Root Cause 4: Lack of alignment across the district with implementation of the district curriculum	
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause 5: Lack of multiple data sources across the district being used to show evidence of learner growth	
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. Root Cause 6: Lack of focus in the district on the social emotional/well-being of learners	
School Processes & Programs	
Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based. Root Cause 2: Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning	
Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. Root Cause 3: Lack of alignment and sustainability within professional learning	
Perceptions	
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. Root Cause 1: Greater focus on academic learning instead of focusing on the whole child	
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe and secure learning environments across the district. Root Cause 2: Continued need to focus on safety in our world and align our practices across the district	





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

Performance Objective 1: CISD will provide professional learning and calibrate the implementation of Professional Learning Communities (PLCs) for all campuses.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Attend training provided by Solution Tree for our district Professional Learning Community Coaching Academy	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Director of Federal and State Programs, Coordinator of Professional Learning, Curriculum Department, and Campus Administrators	- Implementation of Professional Learning Communities throughout the district - Increase use of data to support evidence-based decisions				
		Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 4, 5 - School Processes & Programs 1, 2, 3 - Perceptions 3				

2) Embed Professional Learning Community (PLC) structures into district-wide professional learning	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Director of Federal and State Programs, Coordinator of Professional Learning, and Curriculum Department	- Evidence of PLC structures in professional learning - Increase use of data to support evidence-based decisions for professional learning				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 1, 2, 3 - Perceptions 3						
3) Calibrate our district professional learning system within Schoology for easy educator access and flexibility of learning	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Coordinator of Professional Learning, Director of Digital Learning and Curriculum Department	- Create repository of trainings within Schoology - Actualize the advanced knowledge and professional practices of educators				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2, 3						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. Root Cause 2: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: Barriers exist in which relationships have not been established and sustained with all learners
Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause 1: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. Root Cause 2: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. Root Cause 3: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. Root Cause 4: Lack of alignment across the district with implementation of the district curriculum
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause 5: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. Root Cause 6: Lack of focus in the district on the social emotional/well-being of learners
Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. Root Cause 7: Lack of alignment with iPad utilization and new implementation of 1:1 for PK-3rd grade
Problem Statement 8: There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement. Root Cause 8: Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement
School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause 1: Barriers exist within the current system for learning for all
Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based. Root Cause 2: Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning
Problem Statement 3: There is a need to ensure professional learning is aligned across the district and campuses. Root Cause 3: Lack of alignment and sustainability within professional learning
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. Root Cause 1: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe and secure learning environments across the district. Root Cause 2: Continued need to focus on safety in our world and align our practices across the district
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. Root Cause 3: Lack of focus on the whole child and using multiple measures to show evidence of growth



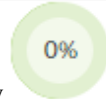

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 2: CISD will continue to investigate and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

Evaluation Data Source(s) 2: District/Campus common formative assessments, Academic integrity contracts/discipline records/lesson design, Online district pamphlet created with quantitative/qualitative data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Implement Schoology AMP as a tool for creating and sharing common formative assessments across campuses and the district	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Coordinator of Professional Learning, Director of Digital Learning, Curriculum Department, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators	<ul style="list-style-type: none"> - Training on AMP - Best practices for creating assessments - Protocol for sharing resources within Schoology AMP 				
Problem Statements: Student Academic Achievement 1, 2, 4, 5, 7, 8 - School Processes & Programs 1, 2, 3 - Perceptions 3						

<p>2) Implement strategies/structures to support academic integrity</p>	<p>Assistant Superintendent of Curriculum and Instruction, Coordinator of Professional Learning, Director of Digital Learning, Curriculum Department, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators</p>	<ul style="list-style-type: none"> - Usage of Respondus lockdown browser in Schoology - Usage of Schoology AMP allowing for randomization of assessments - Usage of Turn it In allowing for feedback and plagiarism identification - Decrease in discipline referrals for academic dishonesty 				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 3, 6, 7, 8 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2, 3</p>						
<p>3) Investigate and explore measures for a Local Accountability System and/or a Community Based Accountability to showcase evidence of learning</p>	<p>Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Director of Research, Assessment and Accountability, Coordinator of Assessment and Accountability, Curriculum Department, Director of Student Systems, and Director of Data Systems and Program Analysis</p>	<ul style="list-style-type: none"> - Online district pamphlet created with quantitative and qualitative data - TPAC (Texas Performance Assessment Consortium) participation - Update and evaluate CISD Profile of a Graduate 				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 3, 5, 6, 7, 8 - School Processes & Programs 1 - Perceptions 1, 3</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 2 Problem Statements:

Demographics

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

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

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

Student Academic Achievement

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

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

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

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

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause 5:** Lack of multiple data sources across the district being used to show evidence of learner growth

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

Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause 7:** Lack of alignment with iPad utilization and new implementation of 1:1 for PK-3rd grade

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

School Processes & Programs

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

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

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

Perceptions

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

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

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


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

Performance Objective 3: CISD will calibrate and streamline the RTI System to integrate with our Professional Learning Community practices to provide additional supports for all learners at each campus.

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

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Streamline RtI process (including: data analysis, standardized intervention tools and progress monitoring) and make connections to the PLC process	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Coordinator of Professional Learning, Curriculum Department, Campus Administrators, and Instructional Coaches	<ul style="list-style-type: none"> - Increase effectiveness of tiered interventions - Increase usage of data to make evidence-based decisions - Increase use of aligned resources to monitor learner progress 				
		Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1 - Perceptions 1, 2, 3				

2) Provide training and resources to support dedicated enrichment and intervention time on all campuses	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Executive Director of Intervention Services, Coordinator of Professional Learning, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators	- Usage of intervention and enrichment time on all campuses - Increase learner achievement and growth				
Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3, 4, 5, 6 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2, 3						
						

Performance Objective 3 Problem Statements:

Demographics	
Problem Statement 1: There is a need to enhance communication and engagement for families.	Root Cause 1: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias.	Root Cause 2: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners.	Root Cause 3: Barriers exist in which relationships have not been established and sustained with all learners
Student Academic Achievement	
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.	Root Cause 1: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention.	Root Cause 2: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs

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

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

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause 5:** Lack of multiple data sources across the district being used to show evidence of learner growth

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

Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause 7:** Lack of alignment with iPad utilization and new implementation of 1:1 for PK-3rd grade

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

School Processes & Programs

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

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

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

Perceptions

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

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

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



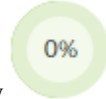

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 4: CISD will consolidate the avenues for internal and external communication to increase clarity and consistency of district messages.

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

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Coordinate internal and external communications to enhance stakeholder understanding and engagement	Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Assistant Superintendent for Administrative Services, Multimedia and Communication Specialist, Director of Community Engagement, Director of Communications, Webmaster Specialist, and Communications Specialist	-Streamline communication within the district - Increase stakeholder understanding of district processes, events and procedural systems				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 8 - School Processes & Programs 1 - Perceptions 2, 3						

2) Leverage multimedia platforms to enhance communication for all stakeholders	Assistant Superintendent of Curriculum and Instruction, Coordinator of Professional Learning, Curriculum Department, Assistant Superintendent for Administrative Services, Multimedia and Communication Specialist, Director of Community Engagement, Director of Communications, Webmaster Specialist, and Communications Specialist	- Usage of multimedia platforms by the district - Increased level of communication for stakeholders - Increase positive Parent Satisfaction Survey results regarding district communication				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 3, 4, 5, 7, 8 - School Processes & Programs 1						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. Root Cause 1: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. Root Cause 2: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: Barriers exist in which relationships have not been established and sustained with all learners
Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause 1: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. Root Cause 3: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. Root Cause 4: Lack of alignment across the district with implementation of the district curriculum

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause 5:** Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause 7:** Lack of alignment with iPad utilization and new implementation of 1:1 for PK-3rd grade

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

School Processes & Programs

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

Perceptions

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

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





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

Performance Objective 5: CISD will create an aligned system for professional learning informed by qualitative and quantitative data sources.

Evaluation Data Source(s) 5: District professional learning plan, Schoology repository of trainings, Data (surveys/feedback) from administrators/educators, Data TPESS and TTESS (or other designed evaluation tool)

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Utilize data to create an evidence-based district Professional Learning Plan	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Coordinator of Professional Learning and Curriculum Department	- Create and implement a district professional learning plan - Relevant professional learning based on individual goals				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2, 3						

2) Utilize Schoology as a district repository of professional learning experiences	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Executive Director of Teaching and Learning, Executive Director of Intervention Services, Executive Director of Human Resources, Coordinator of Professional Learning and Curriculum Department	- Relevant trainings provided that are accessible, convenient and personalized				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. Root Cause 1: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias. Root Cause 2: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: Barriers exist in which relationships have not been established and sustained with all learners
Student Academic Achievement
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause 1: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading and writing skills and focus on early intervention. Root Cause 2: Lack of alignment across the district with reading and writing skills focused on early intervention and identification of needs
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and certifications. Root Cause 3: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

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

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause 5:** Lack of multiple data sources across the district being used to show evidence of learner growth

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

Problem Statement 7: There is a need to focus on iPad utilization PK-12 resulting in increased learner achievement. **Root Cause 7:** Lack of alignment with iPad utilization and new implementation of 1:1 for PK-3rd grade

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

School Processes & Programs

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

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

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

Perceptions

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

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

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