Coppell Independent School District

Richard J. Lee Elementary

2022-2023 Campus Improvement Plan

Mission Statement

CISD Mission Statement

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

CISD Core 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.

Guiding Purpose

We empower learners to positively impact the world by designing learning experiences that promote relationships, risk-taking, and collaboration in a flexible environment.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lee Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus.   Lee serves a majority Asian student population in grades K-5. In the 2021-22 school year, total enrollment was 724 which represents a decrease of 10.6% since 2017-18 (810 learners).

In 2021-22, the student population was 81.3% Asian, 6.6% White, 4% Hispanic, 5.5% African American, 0.5% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.9% multi-racial. Females made up 47.6% of the learners and males represented 52.3%. Our economically disadvantaged percentage was 3.1%.

Our Emergent Bilingual (EB) population consisted of 124 learners that made up 17.1% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (46.7%), Hindi (10.4%), Tamil (8.8), Marathi (5.6%), and Gujarati(4.8%). Additionally, 2.4% of our EBs were also economically disadvantaged.

Our 60 gifted and talented learners constituted 8.2% of our population. Our gender split in the GT group was 38.3% female and 61.6% male. Of the four major ethnic groups, our GT learners were 86.6% Asian, 3.3% White, 1.6% Hispanic and 6.6% African American.

We had 60 learners that qualified for special education services, which represented 8.2% of our population. There were 10 learners with 504 accommodations, which was 1.3% of the total enrollment.

The average daily attendance for our campus in 2021-22 was 96.31%, which decreased by 3.36% from the prior year.

STAFFING

Lee employed 44 educators and 7 instructional aides in the 2021-22 school year. The number of teachers increased by 1 from the prior year while the number of aides decreased by 1. The ethnic breakdown for the teaching staff was 9% Asian, 79.5% White, 4.5% Hispanic, 2.2% African American, 2.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2.2% multi-racial. Females made up 100% of the educators and males represented 0%.

Overall, our educators had a varying level of professional experience: 13.6% (6) were new to teaching with 0-1 years of experience, 31.8% (14) had 2-5 years, 25% (11) had 6-10 years, 18.1% (8) had 11-15 years, 2.2% (1) had 16-20 years, and 9% (4) had more than 20 years. Looking at longevity within the district, 25% of our teachers had 0-1 years in district, 38.6% had 2-5 years, 31.8% had 6-10 years, 0% had 11-15 years, 2.2% had 16-20 years and 2.2% had more than 20 years. The average years of professional experience was 7.9 with 4.3 years in the district.

Advanced degrees were held by 34% of our teachers: 15 with master's degrees and 0 with doctorates. Our campus principal had 25 years of career experience in a professional position (not necessarily as a principal) and 23 years in Coppell. Our assistant principal(s) had an average of 11 years of professional experience and 5 years in the district.

Our educator retention rate from 2020-21 to 2021-22 was 88.37%. For educational aides it was 75%. We hired 5 new teachers in 2021-22. The characteristics of our new teachers were as follows: 20% Asian, 80% White, 0% Hispanic, 0% African American, 100% female, 0% male, 60% new to teaching, 40% with 2-5 years of professional experience, 0% with 6-10 years, 0% with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 11.3% new to the campus. The average years of professional experience was 1.4 with 0.2 years in the district. 40% of our new teachers had advanced degrees.

Demographics Strengths

Richard J. Lee Elementary has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools. Because our families value education, we have many supportive parents and students who are committed to success.

2. We have worked to employ staff members that match our student population demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have 21.2% of our students who are English Learners (EL), indicating the need for Sheltered Instruction strategies and two ESL Facilitators. **Root Cause:** A large percentage of the families purchasing houses and moving into our attendance zone are moving from other countries.

Problem Statement 2 (Prioritized): There is a need to increase communication and engagement with families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities.

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

Problem Statement 4 (Prioritized): There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause:** Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 5 (Prioritized): There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause:** Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning

Student Learning Summary

Spring 2021 to Spring 2022 STAAR Data:

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	3	102	18	82	65	42	102	14	86	69	45
Spring 2022	3	107	10	90	76	51	107	15	85	65	41

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	4	94	15	85	65	33	95	16	84	62	43
Spring 2022	4	142	10	90	80	57	142	11	89	73	58

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	5	92	4	96	78	54	92	8	92	77	59
Spring 2022	5	128	2	98	84	66	128	7	93	80	59

Admin	Grade	STAAR - Science - Number Tested	STAAR - Science - Did Not Meet - %	STAAR - Science - Approaches - %	STAAR - Science - Meets - %	STAAR - Science - Masters - %
Spring 2021	5	92	12	88	52	34
Spring 2022	5	128	12	88	63	34

Based on 319 responses from 3rd, 4th, and 5th-grade learners, the greatest increase (+11%) in our spring Panorama Back-to-School survey was in the area of academic needs. 85% of the students responded favorably, up 9%, when asked "How sure are you that you can do well in school right now?"

Student Learning Strengths

Some of our strengths in the area of academic achievement include:

1. Performance in 5th-grade reading: 96% are at the approaches standard and 78% are at the meets standard.
2. Performance in 5th-grade math: 92% are at the approaches standard and 77% are at the meets standard.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to focus on specific learning loss that may have occurred due to the pandemic. **Root Cause:** COVID-19 and the impact it had on the district for ensuring safety needs, tracking and delivering learning, pressure on the staff, pressure on families and learners, and consistency with shifting each nine weeks (or learners coming and going during the 9 weeks) for instruction.

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

Problem Statement 3 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 4 (Prioritized): There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 5 (Prioritized): 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 and understanding across the district with implementation of the district curriculum and resources

Problem Statement 6 (Prioritized): There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 7 (Prioritized): There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause:** Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training

Problem Statement 8 (Prioritized): There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

School Processes & Programs

School Processes & Programs Summary

Richard J. Lee Elementary was intentionally designed to include five vertical families of kindergarten through fifth grade where learners have the opportunity to collaborate and engage with each other. These vertical families, called houses, provide opportunities for multi-age learning and relationship building. Both the physical and virtual environments support these opportunities. Flexible furnishings and spaces allow for educators, called designers, to transform areas for learning, keeping lesson design in mind. Learners have voice and choice in where and how they learn based on individual needs. The flexible learning environment of our building also includes our eco-pond area, outdoor learning pavilion, and raised bed gardens. Features such as solar panels turn our school into a learning tool.

Technology-infused learning helps our students customize their learning, become savvy consumers and producers of content, and obtain instant and specific feedback. Learners and all staff have 1:1 access to technology. Consistent support is provided by our Digital Learning Coach, our Instructional Coach, as well as our Media Specialist. Learners take part in lessons on digital citizenship throughout the year. As an Apple Distinguished School, we have ongoing support from Apple Professional Learning and opportunities for educators to attend Teacher Tuesdays at Apple to learn new instructional strategies related to technology. We currently have 35 Apple Teachers for iPad, 22 for MacBook, and 4 with Swift Playground. We also have three Apple Learning Coaches.

Challenge Based Learning's (CBL) curriculum framework, and the infusion of multidisciplinary content is at the core of our campus beliefs. The content is connected to big ideas, essential questions, challenges, and actionable solutions designed by learners.

Richard J. Lee Elementary is in its 8th year of implementing the Professional Learning Community (PLC) model. This includes the creation of a vertical schedule with built-in time for designers to collaborate. Designers participate in ongoing professional learning within their PLCs and are supported by administrators and the campus instructional coach, GT Specialist, and ESL Facilitators. Multiple opportunities are provided throughout the year for professional learning in all subject areas. State funds support this growth, as well as dedicated time during staff meetings, and after school, to learn in areas related to each educator's personal goals or needs.

Our profile of an educator has become an important tool in the hiring process and has helped us calibrate and recruit highly qualified educators. We opened the building in 2014 with 30 sections of general education classes, employing 52 staff members. We currently have 35 grade-level sections and 63 staff members. We also house two Special Education special programs: Active Learning and Practical Academics.

A focus on learner-centeredness on our campus also extends into our Special Education programs. We conduct learner-led ARDs and focus on time for inclusion. Each Special Education learner is part of one of our five houses.

School Processes & Programs Strengths

1. We are in our 9th year of implementing PLCs, and our entire campus has implemented strong structures and processes to support collaboration and a focus of high levels of learning for all.

2. Learners are engaged in authentic, learner-centered solutions through Challenge Based Learning.

3. A focus on inclusion for our Special Education learners has led to changes in the least restrictive environment and Individual Education Plans.

4. There has been increased collaboration between the instructional coach, GT specialist, Digital Learning Coach, and ESL Facilitators.

5. Our learners and designers have 1:1 access to technology and our educators are supported by our Digital Learning Coach.

6. We are an Apple Distinguished School, a State and National School of Character, a School Transforming Learning, and a Certified Kindness School.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for ongoing support in digital and informational literacy. **Root Cause:** As the use of technology increases on campus, we must provide ongoing support in digital literacy and digital citizenship.

Problem Statement 2 (Prioritized): There is a need to review and strengthen our social-emotional strategies that are taught and practiced campus-wide. **Root Cause:** Lack of aligned resources and systemic structures to meet learner social-emotional growth.

Problem Statement 3 (Prioritized): There is a need to create and maintain systems to support high levels of learning for all. **Root Cause:** Barriers exist within the current system for learning for all

Problem Statement 4 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning

Problem Statement 5 (Prioritized): There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures for counseling needs

Problem Statement 6 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the campus. **Root Cause:** Alignment with any new state requirements and possible areas identified as needs by campus leadership and safety/security personnel.

Perceptions

Perceptions Summary

Richard J. Lee Elementary works to ensure our school is a place where all families feel welcome. We know that family involvement is important for learner success, and we strive to create a climate that is responsive to our parent and learner needs. With a high number (17.1%) of Emergent Bilinguals (EBs), and our mobile population (6.3%), we are culturally sensitive to the needs of families moving in from other parts of the United States and from other countries. Families are warmly welcomed in the front office and are provided opportunities to learn about our school. One way we welcome families is through monthly Lee Learning Walks. These walks include touring our building and seeing learning in action. We communicate with parents with weekly grade-level newsletters, weekly PTO newsletters, and daily social media posts on Twitter (@NetZeroLee) and Facebook. All staff members are active on Twitter and showcase learning on a consistent basis. Traditionally, multiple family involvement events are hosted throughout the year including Family Science Night, Family Movie Night, Trunk or Treat, and learner-led conferences.

Our annual school themes promote a positive culture in our building. This year's school theme is "Let the Adventure Begin." All educators greet and send off learners each day. Each day begins with community-building morning meetings in each House/grade. With our vertical system, our learners are encouraged to build relationships between grade levels, mentor each other, and support each other socially and academically. Our educator retention rate is within the district average. Eighty-eight percent of educators and learners are happy about coming to school and return each day with a positive attitude.

In the 2017-18 school year, we were awarded the National School of Character designation for our focus and integration of character education throughout the school day. Each classroom creates respect agreements that are a relationship-first approach to strengthen, support, and sustain a positive learning environment. This tool focuses on three to four expectations in each quadrant and the agreement is re-evaluated every nine-week grading period. This contract ensures every learner feels seen, heard, and valued.

Learners are empowered to use their voice to contribute to campus decision-making and to create actionable solutions in the real world through Challenge Based Learning (CBL). Our LEEdership council is comprised of a learner from every classroom, Kindergarten through 5th grade. These learners are ambassadors for our building. They serve as liaisons between campus administration and classrooms, and they help solve problems both on campus and at the global level. Learners frequently make appointments with campus administration to share ideas and receive feedback regarding their actionable solutions to problems. Since the start of Zoom/virtual PTO meetings, attendance from parents is generally around 50-75+ families joining in the monthly meetings. This is an increase of over 50% participation from our families.

Perceptions Strengths

1. We have a strong focus on learner-centeredness. This can be seen in learner-led conferences, learner goal-setting, learner-led ARD meetings, campus LEEdership council with representatives Kindergarten through 5th grade, learners contributing to decision-making on campus, and learner-led morning broadcast.

2. There is an emphasis on character development campus-wide, which is supported and valued by all stakeholders. The homegrown practices we currently use have been compiled from various resources including Ron Clark's Essential 55, Discipline with Love and Logic, Great Expectations, and Discipline that Restores.

3. Our K-5 vertical house system promotes relationship-building between educators and learners and also learner-to-learner.

4. Classroom respect agreements are created and revisited each quarter and focus on the connections from learner-to-learner, learner-to-designer, designer-to-learner and learner-to-school.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2 (Prioritized): There is a need to focus on the social-emotional wellness of our staff. **Root Cause:** The staff continues to need support in their social-emotional well-being.

Problem Statement 3 (Prioritized): There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause:** Continued need to focus on safety and inclusivity in our world and align our practices across the campus.

Problem Statement 4 (Prioritized): 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

Problem Statement 5 (Prioritized): There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education.

Priority Problem Statements

Problem Statement 1: We have 21.2% of our students who are English Learners (EL), indicating the need for Sheltered Instruction strategies and two ESL Facilitators.

Root Cause 1: A large percentage of the families purchasing houses and moving into our attendance zone are moving from other countries.

Problem Statement 1 Areas: Demographics

Problem Statement 6: There is a need to focus on specific learning loss that may have occurred due to the pandemic.

Root Cause 6: COVID-19 and the impact it had on the district for ensuring safety needs, tracking and delivering learning, pressure on the staff, pressure on families and learners, and consistency with shifting each nine weeks (or learners coming and going during the 9 weeks) for instruction.

Problem Statement 6 Areas: Student Learning

Problem Statement 2: There is a need for ongoing support in digital and informational literacy.

Root Cause 2: As the use of technology increases on campus, we must provide ongoing support in digital literacy and digital citizenship.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to focus on the social-emotional wellness of our learners.

Root Cause 3: Greater focus on academic learning instead of focusing on the whole child.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is a need to increase communication and engagement with families.

Root Cause 4: Barriers exist within the current system with communication and engagement opportunities.

Problem Statement 4 Areas: Demographics

Problem Statement 7: There is a need to focus on safe implementation of digital tools and resources in K-5.

Root Cause 7: Our learners have unlimited access to devices provided by CISD and need to be trained on how to demonstrate good digital citizenship.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to review and strengthen our social-emotional strategies that are taught and practiced campus-wide.

Root Cause 8: Lack of aligned resources and systemic structures to meet learner social-emotional growth.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 5: There is a need to focus on the social-emotional wellness of our staff.

Root Cause 5: The staff continues to need support in their social-emotional well-being.

Problem Statement 5 Areas: Perceptions

Problem Statement 10: There is a need to establish and maintain strong, positive relationships for with learners.
Root Cause 10: Barriers exist in which relationships have not been established and sustained with all learners
Problem Statement 10 Areas: Demographics

Problem Statement 13: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.
Root Cause 13: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 13 Areas: Student Learning

Problem Statement 19: There is a need to create and maintain systems to support high levels of learning for all.
Root Cause 19: Barriers exist within the current system for learning for all
Problem Statement 19 Areas: School Processes & Programs

Problem Statement 9: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus.
Root Cause 9: Continued need to focus on safety and inclusivity in our world and align our practices across the campus.
Problem Statement 9 Areas: Perceptions

Problem Statement 11: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.
Root Cause 11: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 11 Areas: Demographics

Problem Statement 14: There is a need to target specific reading, writing and math skills to focus on early intervention.
Root Cause 14: Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs
Problem Statement 14 Areas: Student Learning

Problem Statement 20: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.
Root Cause 20: Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning
Problem Statement 20 Areas: School Processes & Programs

Problem Statement 23: There is a need to identify and elevate additional measures of success for learners.
Root Cause 23: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 23 Areas: Perceptions

Problem Statement 12: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations.

Root Cause 12: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Problem Statement 12 Areas: Demographics

Problem Statement 15: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.

Root Cause 15: Lack of alignment and understanding across the district with implementation of the district curriculum and resources

Problem Statement 15 Areas: Student Learning

Problem Statement 21: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

Root Cause 21: Lack of aligned resources and systemic structures for counseling needs

Problem Statement 21 Areas: School Processes & Programs

Problem Statement 24: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

Root Cause 24: Lack of individuals choosing to work in public education.

Problem Statement 24 Areas: Perceptions

Problem Statement 16: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners.

Root Cause 16: Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 16 Areas: Student Learning

Problem Statement 22: There is a need to continue revisiting and improving efforts with safety and security for the campus.

Root Cause 22: Alignment with any new state requirements and possible areas identified as needs by campus leadership and safety/security personnel.

Problem Statement 22 Areas: School Processes & Programs

Problem Statement 17: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff.

Root Cause 17: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training

Problem Statement 17 Areas: Student Learning

Problem Statement 18: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth.

Root Cause 18: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

Problem Statement 18 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

    Evaluation Data Sources: Team time agendas, walkthrough data, common formative assessment data, T-TESS evaluations, STAAR data, TELPAS data, BOY/MOY/EOY data, MAP data, iStation data, Dreambox data, MClass data

Strategy 1 Details	Reviews			
Strategy 1: Designers will use collaborative horizontal and vertical Collaborative Team Time to unpack High Priority learning standards, create common formative assessments and plan intervention and enrichment lessons.	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: - Collaborative planning documents will include high-quality Tier I instruction for learners
- Checklist of look fors highlighting specific instructional strategies in all content areas
-CTT agenda that are forced on the four PLC questions
    Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers
 	
    Problem Statements: Demographics 5 - Student Learning 1, 3, 4, 6 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: Designers will create and implement pre and post-assessments in multiple content areas	Formative			Summative
Strategy's Expected Result/Impact: -Accurate data about learner success	Nov	Feb	Apr	June

-Increase in intervention and enrichment experiences
    Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Designers
 	
    Problem Statements: Demographics 5 - Student Learning 3, 4, 6				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: All staff members will design, implement and monitor a content-specific goal related to improving learner achievement.	**Nov**	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Increase learner achievement
-Increase sharing of instructional strategies
-Alignment of practices in instruction and interventions
 	
    Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers
 	
    Problem Statements: Demographics 1 - Student Learning 1, 3, 4, 5, 6
    Funding Sources: Resources for learning - 199 - State Comp Ed - 199-11-6399-00-112-24-000 - $1,575				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will continue to occur.	**Nov**	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Strengthen math skills for elementary educators and align practices within math interventions and enrichment opportunities in learning
-Learner growth in math development and targeted growth tracked through state assessment and district assessments
 	
    Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers
 	
    Problem Statements: Demographics 5 - Student Learning 5, 6				

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.	**Nov**	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - High quality Tier I instruction for learners
- Checklist of look-fors highlighting specific instructional strategies in all content areas
- Aligned strategies being implemented across the district that impact learner growth
- Growth in differentiated experiences and scaffolding opportunities within the classroom environments
- Professional learning provided campus
 	
    Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Language Acquisition Specialists
 	
    Problem Statements: Demographics 5 - Student Learning 5 - School Processes & Programs 3 - Perceptions 1				

Strategy 6 Details	Reviews			
Strategy 6: Continue building on mentor training and structures of support for new educators, administrators and staff to LEE .	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Growth in new educators, administrators and staff as far as the understanding of CISD and LEE systems and structures and specific strategies to support their role -Sustainability and support for campus to providing aligned training for new educators, administrators and staff **Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers **Problem Statements:** Demographics 4, 5 - Student Learning 5 - School Processes & Programs 3, 4 - Perceptions 3				

Strategy 7 Details	Reviews			
Strategy 7: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the campus and district that focus on observing and evaluating strategies supporting academic and social-emotional growth.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Growth in educators, administrators and staff as fas as the understanding of CISD systems and structures and specific strategies that support learning -Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff - Growth in aligned instructional practices being implemented across the district **Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Campus Leadership Team **Problem Statements:** Demographics 3, 5 - Student Learning 3, 6				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We have 21.2% of our students who are English Learners (EL), indicating the need for Sheltered Instruction strategies and two ESL Facilitators. **Root Cause**: A large percentage of the families purchasing houses and moving into our attendance zone are moving from other countries.
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for with learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners
Problem Statement 4: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 5: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning

Problem Statement 1: There is a need to focus on specific learning loss that may have occurred due to the pandemic. **Root Cause**: COVID-19 and the impact it had on the district for ensuring safety needs, tracking and delivering learning, pressure on the staff, pressure on families and learners, and consistency with shifting each nine weeks (or learners coming and going during the 9 weeks) for instruction.

Problem Statement 3: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 4: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs

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

Problem Statement 6: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth

School Processes & Programs

Problem Statement 3: 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 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause**: Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning

Perceptions

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

Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the campus.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continued training and support for the implementation of Panorama - Student Success Platform.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Alignment across the campus of data tools being used throughout the year to find strengths and needs of learners -Increased knowledge of educators with data analysis and differentiation of instruction -Ease on educators for viewing various pieces of data in one location - Increased monitoring of growth of learners in all content areas and social-emotional skills **Staff Responsible for Monitoring:** Campus Administration, Counselor, Designers, Campus Data Team, Instructional Coach, Language Acquisition Specialist, GT Facilitator **Problem Statements:** Demographics 3, 5 - School Processes & Programs 2, 3 - Perceptions 1	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Development of data analysis protocol - Implementation of Performance Matters assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis) - Awareness, training, and implementation of data analysis protocols - Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district - Increased student achievement (academic, social-emotional and behavioral) **Staff Responsible for Monitoring:** Campus Administrators, Designers, Instructional Coach, Language Acquisition Specialists, GT Facilitator **Problem Statements:** Demographics 2, 3, 5 - Student Learning 5, 6	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support) will occur. **Strategy's Expected Result/Impact:** - Training on Student Success Platform in Panorama and aligned implementation at campuses (supporting day to day supports for all learners) - Alignment across the district of data tools being used throughout the year to find strengths and needs of learners -Increased knowledge of educators with data analysis and differentiation of instruction -Ease on educators for viewing various pieces of data in one location - Increased monitoring of growth of learners in all content areas and social emotional skills **Staff Responsible for Monitoring:** Campus Administrators, Designers, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers **Problem Statements:** Demographics 3, 5 - Student Learning 5, 6, 7 - Perceptions 1, 4	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Specific areas of learning needs will be addressed through the use of State Compensatory Education Funds to target academic, social-emotional and behavioral supports as a campus, specific focus on at-risk learners. **Strategy's Expected Result/Impact:** - Increased student achievement and growth (academic, social-emotional and behavioral) - Increased knowledge of educators with data analysis and differentiation of instruction - Intentional tutoring and supports in place for learners for intervention - Intentional training for Reading Academies **Staff Responsible for Monitoring:** Campus Administrators, Counselors, Instructional Coaches, Language Acquisition Specialists **Problem Statements:** Demographics 5 - Student Learning 3, 4, 5, 6 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** Resources for learning - 199 - State Comp Ed - 199-11-6399-00-112-24-000 - $1,575	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase communication and engagement with families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities.
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for with learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Demographics
Problem Statement 5: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning
Problem Statement 3: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 4: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs
Problem Statement 5: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources
Problem Statement 6: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: 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 state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training

School Processes & Programs
Problem Statement 2: There is a need to review and strengthen our social-emotional strategies that are taught and practiced campus-wide. **Root Cause**: Lack of aligned resources and systemic structures to meet learner social-emotional growth.
Problem Statement 3: 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

Perceptions
Problem Statement 1: There is a need to focus on the social-emotional wellness of our learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child.
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the campus.
Problem Statement 4: 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

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

    Evaluation Data Sources: District committee created resources (curriculum, assessment tools and trainings), Strategic design strategies for redefining success and engagement

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social-emotional needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Trainings developed and implemented - Response to Intervention process (MTSS - Multi-Tiered Systems of Support) clearly defined and supported with resources
-IEP's and Service Plans being designed to meet all of learner's needs
- Specifically target Long Term ELs in middle and high school with data monitoring, specific and targeted interventions and mentoring. Increase academic achievement and growth for all learners
- Data gathered from aligned resources (iStation, Dreambox, MAP, Schoology AMP, etc.)
    Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers, Librarian
 	
    Problem Statements: Demographics 1, 3, 4, 5 - Student Learning 3, 4, 5, 6				

Strategy 2 Details	Reviews			
Strategy 2: Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives
- Resources for educators (including embedded items within curriculum documents for English Learners)
- Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners
- Increased student achievement and progress levels
-Use of Success Ed for system of housing learner needs
    Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Language Acquisition Specialists, Deigners
 	
    Problem Statements: Demographics 1, 2, 4, 5 - Student Learning 3, 4, 5, 6 - Perceptions 3, 4				

Strategy 3 Details	Reviews			
Strategy 3: Continue implementing specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Increased learner growth in the targeted areas of focus - Increased awareness and documentation for specific intervention plans of learners and the success rates and growth shown - Increased alignment in how we as a district are intervening and providing additional support through campus collaborative team times, district trainings and overall monitoring and evaluation systems in place **Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers **Problem Statements:** Demographics 5 - Student Learning 1, 3, 4, 5, 6				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We have 21.2% of our students who are English Learners (EL), indicating the need for Sheltered Instruction strategies and two ESL Facilitators. **Root Cause**: A large percentage of the families purchasing houses and moving into our attendance zone are moving from other countries.
Problem Statement 2: There is a need to increase communication and engagement with families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities.
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for with learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners
Problem Statement 4: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 5: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning
Problem Statement 1: There is a need to focus on specific learning loss that may have occurred due to the pandemic. **Root Cause**: COVID-19 and the impact it had on the district for ensuring safety needs, tracking and delivering learning, pressure on the staff, pressure on families and learners, and consistency with shifting each nine weeks (or learners coming and going during the 9 weeks) for instruction.
Problem Statement 3: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 4: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs
Problem Statement 5: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources

Student Learning
Problem Statement 6: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth

Perceptions
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the campus.
Problem Statement 4: 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

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

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

Evaluation Data Sources: - Curriculum documents, Panorama Survey data
- Data gathered from families and learners on 6-12 course/certification interest
- Data gathered on 6-12 course requests and analyzed for specific areas of learning
- Training documentation
- Opportunities for learners to express their future interests built into the learning design

Strategy 1 Details	Reviews			
Strategy 1: Provide training and resources to educators enhancing curriculum connections to real world application in learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Provide training that highlights real-world application in lesson design	**Nov**	**Feb**	**Apr**	**June**
- Increase use of business partners and resident experts to support curriculum connections (- Increase learner awareness of career, college, and life readiness opportunities - Increase alignment in curriculum and resources provided for elementary in terms of CTE connections and real world learning (media classes, CTE spirit week, college and career readiness lab) **Staff Responsible for Monitoring:** Campus Administration, Designers, Instructional Coaches, Language Acquisition Specialists, GT Facilitator, Media Specialist, Digital Learning Coaches **Problem Statements:** Demographics 2, 5 - Student Learning 3 - School Processes & Programs 3, 4				

Strategy 2 Details	Reviews			
Strategy 2: Provide training to educators promoting innovation and creativity in lesson design. (hands-on, digital tools, variety of assessment)	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Growth in learner engagement levels	**Nov**	**Feb**	**Apr**	**June**
-Building stronger relationships with staff across the world through Apple COMMUNITY -Building stronger relationships with learners -Increasing ways for learners to show success in learning -Usage of goal-setting tools, presentations, and created products to show understanding and growth **Staff Responsible for Monitoring:** Campus Administrators, Digital Learning Coaches, Instructional Coaches, Language Acquisition Specialists, Librarians, Counselors and GTi Specialists **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 4				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase communication and engagement with families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities.
Problem Statement 5: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning
Problem Statement 2: There is a need to focus on safe implementation of digital tools and resources in K-5. **Root Cause**: Our learners have unlimited access to devices provided by CISD and need to be trained on how to demonstrate good digital citizenship.
Problem Statement 3: 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

School Processes & Programs
Problem Statement 3: 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 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause**: Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning

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

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

    Evaluation Data Sources: Leaner digital portfolios, digital resources, rubrics, goal setting forms/templates

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Learner digital portfolios
- CISD staff digital portfolios
- Digital Portfolio continued training and implementation
-Digital data binders that are displayed in Learner Bulb portfolios
 	
    Staff Responsible for Monitoring: Campus Administration, Designers, Instructional Coaches, Language Acquisition Specialists, GT Facilitator, Media Specialist, Digital Learning Coaches
 	
    Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or innovative and creative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Performance Tasks in learning
- Rubrics for academic and social-emotional growth
- Goal setting forms/reflections
- Digital presentations (video, media, etc.)
- More intentional and detailed feedback for learners
-Inquiry-based science experiences
 	
    Staff Responsible for Monitoring: Campus Administration, Designers, Instructional Coaches, Language Acquisition Specialists, GT Facilitator, Media Specialist, Digital Learning Coaches
 	
    Problem Statements: Student Learning 2, 8 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: Train 75% of the staff to become Apple Teachers, utilize Everyone Can Create, and Apple COMMUNITY resources to support creativity and innovation. **Strategy's Expected Result/Impact:** -Bulb portfolios in all subject areas including PE, Music, Art -Learners will use digital portfolios to showcase learning in Learner-Led conferences **Staff Responsible for Monitoring:** Campus Administration, Designers, Instructional Coaches, Language Acquisition Specialists, GT Facilitator, Media Specialist, Digital Learning Coaches **Problem Statements:** Student Learning 2, 8 - School Processes & Programs 1, 3	Formative			Summative
	Nov	**Feb**	**Apr**	**June**

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase communication and engagement with families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities.
Student Learning
Problem Statement 2: There is a need to focus on safe implementation of digital tools and resources in K-5. **Root Cause**: Our learners have unlimited access to devices provided by CISD and need to be trained on how to demonstrate good digital citizenship.
Problem Statement 8: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth
School Processes & Programs
Problem Statement 1: There is a need for ongoing support in digital and informational literacy. **Root Cause**: As the use of technology increases on campus, we must provide ongoing support in digital literacy and digital citizenship.
Problem Statement 3: 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

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

Performance Objective 1: All K through 5th grade learners will be provided instruction on digital citizenship, digital safety and information literacy.

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

Strategy 1 Details	Reviews			
Strategy 1: Revise and update current Lee character curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character education. Including the following character traits per TEA:	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

- Courage
- Trustworthiness, including honesty, reliability, punctuality, and loyalty
- Integrity
- Respect and courtesy
- Responsibility, including accountability, diligence, perseverance, and self-control
- Fairness, including justice and freedom from prejudice
- Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity
- Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law
- School pride
- Gratitude
 	
    Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design
    -ESSER Grant funds to implement purchases for needs for SEL training and resources for campuses
    - Campus funds to implement purchases for needs for SEL training and resources for campuses
    - Learner growth as indicated through survey/learner goals (academic and social emotional)
    - Elementary Resources available for supports in learning
    - Scope and Sequence and curriculum documents of support implemented
    Staff Responsible for Monitoring: Campus Administration, Designers, Counselors
 	
    Problem Statements: Demographics 2 - School Processes & Programs 2, 3, 5 - Perceptions 1, 2, 3, 4				

Strategy 2 Details	Reviews			
Strategy 2: Align implementation of social-emotional support structures: class meetings, class and staff check-ins, and restorative practices. **Strategy's Expected Result/Impact:** - Utilization of class meetings, check-ins and restorative practices within learning - Learner growth as indicated through survey/learner goals - Educator training on embedded supports **Staff Responsible for Monitoring:** Campus Administration, Designers, Counselors **Problem Statements:** Demographics 5 - Student Learning 5, 7 - School Processes & Programs 5 - Perceptions 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Continue providing training and supports for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying. **Strategy's Expected Result/Impact:** - Implementation and documentation of access and usage of resources - Increase appropriate use of digital resources - Apple classroom and tools to support academic integrity - Learner feedback and educator feedback - Fewer discipline referrals in this focus area **Staff Responsible for Monitoring:** Campus Administration, Designers, Counselors, Digital Learning Coach **Problem Statements:** Demographics 5 - Student Learning 2, 7, 8 - School Processes & Programs 1, 2, 3, 5, 6 - Perceptions 1, 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Update health curriculum supports for implementation of new health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing	Formative			Summative
	Nov	Feb	Apr	June

suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content)

Strategy's Expected Result/Impact: - Updates per Senate Bill 11, House Bill 1525 and Senate Bill 9
- Utilization of health curriculum supports for mental health within lesson design
- Learner growth as indicated through survey/learner goals
- Educator training on embedded supports
- Partnership with SHAC district committee in developing supports

Staff Responsible for Monitoring: Campus Administration, PE Designers, Counselor

Problem Statements: Demographics 3 - Student Learning 7 - School Processes & Programs 3 - Perceptions 1

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase communication and engagement with families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities.
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for with learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners
Problem Statement 5: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning
Problem Statement 2: There is a need to focus on safe implementation of digital tools and resources in K-5. **Root Cause**: Our learners have unlimited access to devices provided by CISD and need to be trained on how to demonstrate good digital citizenship.
Problem Statement 5: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources
Problem Statement 7: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training
Problem Statement 8: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

School Processes & Programs
Problem Statement 1: There is a need for ongoing support in digital and informational literacy. **Root Cause**: As the use of technology increases on campus, we must provide ongoing support in digital literacy and digital citizenship.
Problem Statement 2: There is a need to review and strengthen our social-emotional strategies that are taught and practiced campus-wide. **Root Cause**: Lack of aligned resources and systemic structures to meet learner social-emotional growth.
Problem Statement 3: 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 5: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause**: Lack of aligned resources and systemic structures for counseling needs
Problem Statement 6: There is a need to continue revisiting and improving efforts with safety and security for the campus. **Root Cause**: Alignment with any new state requirements and possible areas identified as needs by campus leadership and safety/security personnel.
Perceptions
Problem Statement 1: There is a need to focus on the social-emotional wellness of our learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child.
Problem Statement 2: There is a need to focus on the social-emotional wellness of our staff. **Root Cause**: The staff continues to need support in their social-emotional well-being.
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the campus.
Problem Statement 4: 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

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

Performance Objective 2: LEE will continue to provide clarity communicate systems and provide intentional training to ensure alignment with practices/supports across the campus.

Evaluation Data Sources: - Unconscious Bias - Trainer of Trainer model resources and attendees
- Curriculum embedded resources
- Equity Policy
- Discipline Data
- Rubric
- Feedback from district Panorama survey data learners, staff and families
- Behavior supports/resources
- Trainings provided
- Threat assessment data

Strategy 1 Details	Reviews			
Strategy 1: Offer training such as Unconscious Bias, Culturally Responsive Teaching, and Crucial Conversation to LEE staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Implement training across the campus	**Nov**	**Feb**	**Apr**	**June**
- Increase awareness of unconscious biases - Feedback from learners and families through Panorama survey -Increase diversity of new hires **Staff Responsible for Monitoring:** Campus Administration, Designers/Staff **Problem Statements:** Demographics 2, 3, 4, 5 - Student Learning 7 - School Processes & Programs 2, 3, 5 - Perceptions 1, 2, 3, 5				

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

Strategy 3 Details	Reviews			
Strategy 3: Continue our focus on social emotional learning/well-being for staff and host trainings for staff and families around the topics of social emotional learning, counseling and mental health.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Parent University sessions throughout the year - Professional learning opportunities for staff (face-to-face and virtual) - SEL day for staff during the year focused on well-being and mindfulness - Sharing about SEL, counseling, and mental health and how the campus is supporting these areas -Increase in the number of staff members who use Wondr app -Increased number of posts to #CISDHealthyHabit **Staff Responsible for Monitoring:** Campus Administration, Counselors **Problem Statements:** Student Learning 7 - School Processes & Programs 2, 5 - Perceptions 2, 3				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase communication and engagement with families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities.

Demographics

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

Problem Statement 4: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause** : Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 5: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning

Problem Statement 7: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training

School Processes & Programs

Problem Statement 2: There is a need to review and strengthen our social-emotional strategies that are taught and practiced campus-wide. **Root Cause**: Lack of aligned resources and systemic structures to meet learner social-emotional growth.

Problem Statement 3: 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 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause**: Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning

Problem Statement 5: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause**: Lack of aligned resources and systemic structures for counseling needs

Perceptions

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

Problem Statement 2: There is a need to focus on the social-emotional wellness of our staff. **Root Cause**: The staff continues to need support in their social-emotional well-being.

Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the campus.

Problem Statement 4: 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

Problem Statement 5: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause**: Lack of individuals choosing to work in public education.

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

Performance Objective 3: Lee will provide structures and/or strategies to support the social emotional well-being of learners.

Evaluation Data Sources: Response to Intervention behavioral resources, Social-emotional curriculum K-5, Action plans from Advisory committee, unit design, walkthroughs, participation in restorative circles, decrease in office referrals

Strategy 1 Details			Reviews			
Strategy 1: Provide training for staff and parents in Discipline that Restores			**Formative**			**Summative**
Strategy's Expected Result/Impact: -Increase parent awareness of Discipline that Restores -Decrease in CPS calls -Decrease in discipline referrals **Staff Responsible for Monitoring:** Campus Administration, Counselors **Problem Statements:** Demographics 2 - School Processes & Programs 3, 5			**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Investigate, create and implement resources, training, and support to meet a wide variety of behavioral needs.			**Formative**			**Summative**
Strategy's Expected Result/Impact: - Classroom Management Framework Training - Positive Behavioral Interventions and Supports (PBIS) - Provide opportunities for training of Restorative Practices - Repository of resources to support a variety of behavioral needs - Increase in learner positive behavior - Support through collaboration of learner needs for wellbeing, consulting on discipline matters, homeless needs, and linking social services to CISD **Staff Responsible for Monitoring:** Campus Administration, Counselor, Designers **Problem Statements:** Demographics 5 - Student Learning 7 - School Processes & Programs 3 - Perceptions 4			**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Utilize Panorama tools including: Social emotional learning data, Playbook strategies and Student Success Platform to support social emotional needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Staff growth in analyzing and intervening for learner social emotional needs - Aligned systems for reviewing data and growth - Learner growth in social emotional needs and strategies to support future needs **Staff Responsible for Monitoring:** Campus Administration, Counselor, Designers **Problem Statements:** Demographics 2, 3, 5 - Student Learning 7 - School Processes & Programs 3 - Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase communication and engagement with families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities.
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for with learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners
Problem Statement 5: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning
Problem Statement 7: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training

School Processes & Programs
Problem Statement 3: 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 5: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause**: Lack of aligned resources and systemic structures for counseling needs

Perceptions
Problem Statement 1: There is a need to focus on the social-emotional wellness of our learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child.
Problem Statement 4: 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

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: Lee will provide aligned professional learning and calibrate the implementation of Professional Learning Communities (PLCs) . CISD will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

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

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the campus including within professional learning opportunities	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Evidence of PLC/MTSS structures in professional learning
- Increase use of data to support evidence-based decisions for professional learning
-Department meetings, campus meetings, campus intervention/enrichment times
- Support for new educators to the district with mentoring and building blocks for PLC/MTSS
    Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Language Acquisition Specialists, GT Facilitator
 	
    Problem Statements: Demographics 5 - Student Learning 3, 5, 6				

Strategy 2 Details	Reviews			
Strategy 2: Maintain being an Apple Distinguished School.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Increase our learning community and work collaboratively with other	**Nov**	**Feb**	**Apr**	**June**

Apple Distinguished schools
-Showcase virtual learning opportunities and work samples
-Attend Apple Global Summit
-Encourage staff to explore becoming an Apple Teacher certified
-Present at the national level
    Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Digital Learning Coaches
 	
    Problem Statements: Student Learning 2, 8				

Strategy 3 Details	Reviews			
Strategy 3: Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Mentoring and growing leaders within the campus
- Goal setting focused on possible future roles one might take in education for growth opportunities
- Increasing student-teacher participation rates and connections with various colleges
-Provide internship opportunities for current staff members
    Staff Responsible for Monitoring: Campus Administration
 	
    Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 3, 4				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 5: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning
Problem Statement 2: There is a need to focus on safe implementation of digital tools and resources in K-5. **Root Cause**: Our learners have unlimited access to devices provided by CISD and need to be trained on how to demonstrate good digital citizenship.
Problem Statement 3: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 5: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources
Problem Statement 6: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 8: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

School Processes & Programs
Problem Statement 3: 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 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause**: Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning

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

    Evaluation Data Sources: Response to Intervention forms/documents, Progress monitoring tools K-5th grade, Campus schedules (intervention/enrichment)

Strategy 1 Details	Reviews			
Strategy 1: Streamline MTSS process (including: data analysis, standardized intervention tools and progress monitoring) and make connections to the PLC process.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Increase effectiveness of tiered interventions
- Increase usage of data to make evidence-based decisions
- Increase use of aligned resources to monitor learner progress
 	
    Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Language Acquisition Specialists, Designers
 	
    Problem Statements: Demographics 5 - Student Learning 1, 3, 4, 5, 6 - School Processes & Programs 3				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs
Student Learning
Problem Statement 1: There is a need to focus on specific learning loss that may have occurred due to the pandemic. **Root Cause**: COVID-19 and the impact it had on the district for ensuring safety needs, tracking and delivering learning, pressure on the staff, pressure on families and learners, and consistency with shifting each nine weeks (or learners coming and going during the 9 weeks) for instruction.
Problem Statement 3: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 4: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs
Problem Statement 5: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources

Student Learning
Problem Statement 6: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth

School Processes & Programs
Problem Statement 3: 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

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: LEE will continue to leverage a variety of communication tools to increase clarity and consistency of district and campus information for stakeholders.

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

Strategy 1 Details			Reviews			
Strategy 1: Leverage multimedia platforms to enhance communication and engagement of all stakeholders (ex: virtual PTO meetings, Parent Hub for digital citizenship)			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Usage of multimedia platforms by campus - Increased level of communication for stakeholders - Increase in parent engagement on campus -Apply for Common Sense Media School designation -Continue the "Parent Connection" monthly learning series **Staff Responsible for Monitoring:** Campus Administration, Designers, Campus Web-Liaison, Counselor, Digital Learning Coaches **Problem Statements:** Demographics 2, 3, 4						
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase communication and engagement with families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities.
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for with learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners
Problem Statement 4: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding

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: LEE will continue to review and maintain safety and security practices and will implement any additional strategies/protocols put in place by the state.

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure all safety drills take place within the district and specific training for staff and learners concerning safety practices occurs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Aligned practices for safety and security across the district -Aligned training for staff and learners in CISD -Safety of learners and staff in CISD -Communication to all stakeholders about safety and practices of CISD **Staff Responsible for Monitoring:** Campus Administrators, Coordinator of Safety and Security, SRDs **Problem Statements:** School Processes & Programs 6 - Perceptions 3	**Nov**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 6: There is a need to continue revisiting and improving efforts with safety and security for the campus. **Root Cause**: Alignment with any new state requirements and possible areas identified as needs by campus leadership and safety/security personnel.
Perceptions
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the campus.

State Compensatory

Budget for Richard J. Lee Elementary

Total SCE Funds: $3,150.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

We will use these resources to supplement the learning happening in the classroom.

Campus Funding Summary

			199 - State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Resources for learning	199-11-6399-00-112-24-000	$1,575.00
1	2	4	Resources for learning	199-11-6399-00-112-24-000	$1,575.00
				Sub-Total	$3,150.00