

Coppell Independent School District
Wilson Elementary
2023-2024 Campus Improvement Plan



Mission Statement

"At Wilson Elementary, we provide a safe environment where each learner is loved, valued, and accepted. We embrace and address the needs of the whole child, encourage academic, social and emotional growth, and develop character to the highest level. We promote wonder and build a community of empowered, curious minds. We inspire lifelong learners who positively impact the world."

Wilson Ranger Educator Creed

I am a Wilson Ranger Educator.

I have Great Expectations for my learners and myself.

I accept the challenge to be the best I can be.

It is my responsibility to create a learning environment conducive to optimum academic, social, and emotional growth. I provide a model of decorum and respect that guides my learners as well as honors them.

I cherish every learner. I change the world one learner at a time.

I am a Wilson Ranger Educator.

Value Statement

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Wilson 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. Wilson serves a plurality Hispanic student population in grades EC-5. In the 2022-23 school year, total enrollment was 530 which represents an increase of 10.8% since 2018-19 (478 learners).

In 2022-23, the student population was 20% Asian, 29.6% White, 44.7% Hispanic, 2.8% African American, 0.3% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2.4% multi-racial. Females made up 51.7% of the learners and males represented 48.3%. Our economically disadvantaged percentage was 27.9%.

Our Emergent Bilingual (EB) population consisted of 199 learners which made up 37.5% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (68.3%), Telugu (5%), Japanese (4), Korean (2.5%), and Nepali (2.5%). Additionally, 39.2% of our EBs were also economically disadvantaged.

Our 68 gifted and talented learners constituted 12.8% of our population. Our gender split in the GT group was 54.4% female and 45.6% male. Of the four major ethnic groups, our GT learners were 17.6% Asian, 39.7% White, 35.2% Hispanic and 1.4% African American.

We had 97 learners who qualified for special education services, which represented 18.3% of our population. There were 40 learners with 504 accommodations, which was 7.5% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 95.49%, which decreased by 0.98% from the prior year.

STAFFING

Wilson employed 38 educators and 9 instructional aides in the 2022-23 school year. The number of teachers increased by 3 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 0% Asian, 68.4% White, 31.5% Hispanic, 0% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander, and 0% multi-racial. Females made up 94.7% of the educators and males represented 5.3%.

Overall, our educators had a varying level of professional experience: 2.6% (1) were new to teaching with 0-1 years of experience, 15.7% (6) had 2-5 years, 23.6% (9) had 6-10 years, 13.1% (5) had 11-15 years, 23.6% (9) had 16-20 years, and 21% (8) had more than 20 years. Looking at longevity within the district, 18.4% of our teachers had 0-1 years in the district, 31.5% had 2-5 years, 31.5% had 6-10 years, 5.2% had 11-15 years, 5.2% had 16-20 years and 7.8% had more than 20 years. The average years of professional experience was 12.9 with 6.8 years in the district.

Advanced degrees were held by 39.4% of our teachers: 15 with master's degrees and 0 with doctorates. Our campus principal had 17 years of career experience in a professional position (not necessarily as a principal) and 12 years in Coppell. Our assistant principal had 16 years of professional experience and 1 year in the district.

Our educator retention rate from 2021-22 to 2022-23 was 80%. For educational aides it was 42.86%. We hired 9 new teachers in 2022-23. The characteristics of our new teachers were as follows: 0% Asian, 66.6% White, 33.3% Hispanic, 0% African American, 88.8% female, 11.2% male, 11.1% new to teaching, 55.5% with 2-5 years of professional experience, 22.2% with 6-10 years, 0% with 11-15 years, 11.1% with 16-20 years, 0% with more than 20 years and 23.6% new to the campus. The average years of professional

experience was 6 with 0.8 years in the district. 22.2% of our new teachers had advanced degrees.

Demographics Strengths

- Wilson Elementary is 1 of 2 campuses housing the district Dual Language Immersion program.
- The Wilson community is diverse socially, linguistically, and culturally... all contributing to the overall experiences and opportunities of our learners.
- The gender and ethnic make-up of our identified GT learners is similar to our overall campus make-up.
- 42.8% of Wilson educators hold advanced degrees.
- Wilson consistently attracts educators with prior teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause:** Our student groups of learners needing additional services and supports continue to increase.

Problem Statement 2 (Prioritized): There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 3: There is a need to enhance communication and engagement with families (especially for families with a primary language other than English). **Root Cause:** Barriers exist within the current system with communication and engagement opportunities (including language barriers).

Problem Statement 4: There is a need to focus on full implementation of district and campus resources/tools that support Multi-Tiered Systems of Support - including academic, behavioral, and social-emotional needs. **Root Cause:** Inconsistencies in the usage of district and campus resources/tools for monitoring learner academic, behavioral, and social-emotional growth.

Problem Statement 5 (Prioritized): There is a need to focus on the areas in the district identified with significant dis-proportionality. **Root Cause:** Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

Student Learning

Student Learning Summary

- **NWEA MAP:** Please refer to Plan Addendum Section for NWEA MAP Fall 2022-Spring 2023 Student Growth Summary Report. For help: https://teach.mapnwea.org/assist/help_map/Content/Data/SampleReports/StudentGrowthSummaryReport.htm
- **mCLASS:** Please refer to the link to view 22-23 performance levels across grade levels at BOY, MOY, EOY:
 - English: https://drive.google.com/file/d/1dI6D3xYb9wAZcvU5Nfcj5_mMmTYFefm3/view?usp=sharing
 - Spanish: <https://drive.google.com/file/d/1ggkZ4Yagln74v4cH6rVJl3Tg-JKw31ha/view?usp=sharing>

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Average Scale Score	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Average Scale Score	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %	STAAR - Science - Number Tested
Spring 2022	3	65	1502	9	91	65	45	65	1495	15	85	60	29	
Spring 2022	4	87	1568	23	77	57	38	87	1582	24	76	51	33	
Spring 2022	5	63	1612	17	83	56	41	63	1604	27	73	40	22	63
Spring 2023	3	79	1516	15	85	63	29	79	1493	27	73	51	28	
Spring 2023	4	69	1649	10	90	78	54	71	1637	13	87	68	41	
Spring 2023	5	86	1638	15	85	64	35	86	1678	19	81	52	29	86

Admin	Grade	STAAR Spanish - Reading - Number Tested	STAAR Spanish - Reading - Average Scale Score	STAAR Spanish - Reading - Did Not Meet - %	STAAR Spanish - Reading - Approaches - %	STAAR Spanish - Reading - Meets - %	STAAR Spanish - Reading - Masters - %	STAAR Spanish - Mathematics - Number Tested	STAAR Spanish - Mathematics - Average Scale Score	STAAR Spanish - Mathematics - Did Not Meet - %	STAAR Spanish - Mathematics - Approaches - %	STAAR Spanish - Mathematics - Meets - %	STAAR Spanish - Mathematics - Masters - %	STAAR Spanish - Science - Number Tested
Spring 2022	3	8	S-1194	88	12	0	0	8	1284	75	25	12	0	
Spring 2022	4	7	S-1447	57	43	29	29	7	1434	71	29	14	14	
Spring 2022	5													
Spring 2023	3	8	S-1327	50	50	38	25	8	1387	50	50	25	12	
Spring 2023	4	6	S-1344	67	33	17	0	4	-	-	-	-	-	
Spring 2023	5	5	S-1475	40	60	60	0	5	1442	100	0	0	0	5

TELPAS 2023

Grade	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %	Writing - Beginning - %	Writing - Intermediate - %	Writing - Advanced - %
K	14	33	19	33	33	14	14	38	33	29	19	19	33	38	
1		17	39	44		22	44	33	6	11	56	28	6	39	
2	6	39	33	22	33	61	6		50	44		6	28	56	
3		22	9	69	9	78	12		24	18	15	42	21	30	
4	26	16	37	21	21		74	5	11	37	37	16	26	37	
5	6	22	38	34	9	34	47	9	9	22	22	47	12	44	

Assessment Name	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution - Percents
Spring 2023 STAAR Grade 3 Mathematics Online and ASL Forms	3	STAAR 3-8 Spring 2023 Math	79	1493	27%/23%/23%/28%
Spring 2023 STAAR Spanish Grade 3 Mathematics Online Form	3	STAAR 3-8 Spring 2023 Math	8	1387	50%/25%/13%/13%

Assessment Name	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution - Percents
Spring 2023 STAAR Spanish Grade 4 Mathematics Online Form	4	STAAR 3-8 Spring 2023 Math	4	1400	75%/25%/0%/0%
Spring 2023 STAAR Grade 4 Mathematics Online Form	4	STAAR 3-8 Spring 2023 Math	71	1637	13%/20%/27%/41%
Spring 2023 STAAR Grade 5 Mathematics Online Form	5	STAAR 3-8 Spring 2023 Math	86	1678	19%/29%/23%/29%
Spring 2023 STAAR Spanish Grade 5 Mathematics Online Form	5	STAAR 3-8 Spring 2023 Math	5	1442	100%/0%/0%/0%

Assessment Name	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution - Percents
Spring 2023 STAAR Grade 3 Reading Language Arts Online Form	3	STAAR 3-8 Spring 2023 RLA	79	1516	15%/22%/34%/29%
Spring 2023 STAAR Grade 4 Reading Language Arts Online Form	4	STAAR 3-8 Spring 2023 RLA	69	1649	10%/12%/25%/54%
Spring 2023 STAAR Grade 5 Reading Language Arts Online Form	5	STAAR 3-8 Spring 2023 RLA	86	1638	15%/21%/29%/35%
Spring 2023 STAAR Spanish Grade 4 Reading Language Arts Online Form	4	STAAR 3-8 Spring 2023 RLA	6	1344	67%/17%/17%/0%
Spring 2023 STAAR Spanish Grade 3 Reading Language Arts Online Form	3	STAAR 3-8 Spring 2023 RLA	8	1327	50%/13%/13%/25%
Spring 2023 STAAR Spanish Grade 5 Reading Language Arts Online Form	5	STAAR 3-8 Spring 2023 RLA	5	1475	40%/0%/60%/0%

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

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators

- Progress Monitoring Tools
- Bulb Digital Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/Emergent Bilingual
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

Student Learning Strengths

- Educator/Team T-TESS goals target specific deficit skills and provide consistent data on learner (and student group) growth.
- Changes have been made to the MTSS process to provide more goal-driven supports aligned to our CISD High Priority Learning Standards.
- Educators meet as collaborative teams and with campus instructional leaders to review learner progress and inform instructional decision-making.
- STAAR performance across content areas remains at or above state levels.
- Our 2023-2023 campus goal of targeting Economically Disadvantaged learners' math growth demonstrated significant success when measured through MAP data.
- Available data from TELPAS it utilized to drive English Learner supports and interventions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program.

Problem Statement 2 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups. **Root Cause:** Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.

Problem Statement 3 (Prioritized): There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves). Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 4 (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 Emergent Bilinguals. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 5: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 6 (Prioritized): There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Lack of alignment in current

systems of behavior support, classroom and building expectations and restorative practices across the district

School Processes & Programs

School Processes & Programs Summary

Wilson Elementary is one of two elementary schools in CISD with Dual Language Immersion (DLI). Half of the classes in each grade level are DLI, where 50% of instructional time is conducted in English and 50% of instructional time is conducted in Spanish. Learners needing bilingual education are automatically placed in DLI, and learners who are native English speakers from across the district can elect to participate in the program through a district lottery process.

The educators at Wilson are in their ninth year operating as a Professional Learning Community. Time is built into the master schedule for collaborative teams to meet and focus on the 3 Big Ideas of a PLC and the 4 Guiding Questions. In addition, each grade level has protected intervention time in the school day to address needs and provide needed intervention (WIN Time).

Wilson staff members strongly believe in educating the whole child. Recognizing that many of our learners do not have the same access to extracurricular activities as other learners, many Wilson educators sponsor free after-school clubs available to all Wilson learners.

Wilson contracts with the "Great Expectations" organization for coaching and implementation of the Great Expectations teaching methodology. Our aim is for learners to not only become effective communicators and critical thinkers but also productive citizens utilizing life principles. GE practices and expectations are woven throughout the school and provide a common language and uniform set of expectations across grade levels; all leading to a climate of mutual respect and learner success. For the 22-23 school year, Wilson was once again designated as a "Great Expectations Model School."

Identified Wilson learners benefit from a partnership with the First United Methodist Church of Coppell. Learners are nominated by classroom educators using a variety of criteria including academic need, social-emotional need, and parent request to be paired with a "Reading Buddy" who comes once a week for individual reading and mentoring.

Using the Jim Knight Instructional Coaching Model, our instructional coach partners with educators in all grade levels to implement and improve best practices. Through coordination with campus administration, she also supports grade levels through implementing campus initiatives and deepening the implementation of Professional Learning Communities across teams.

Wilson educators utilize the CISD Curriculum while also integrating additional hands-on experiences through PBL units, the Ranger Ranch garden, and campus robotics/coding tools. Educators grow professionally through T-TESS goal-driven "FedEx PD," through district and campus-provided professional learning, and through their participation in campus Vertical Teams.

During the 2022-2023 school year, numerous updates were made to our campus MTSS process. Collaborative teams met twice per month to review learners' progress, update academic/social/language goals, and update targeted interventions.

School Processes & Programs Strengths

- Numerous systems are in place to support the campus implementation of Professional Learning Communities.
- Wilson Elementary has been recognized as a Great Expectations Model School for several years.
- The Dual Language Immersion program provides learners the opportunity to be bilingual, biliterate, and bicultural.
- Wilson learners engage with local/global audiences and create unique products using a variety of digital tools.
- Wilson provides a variety of supports and mentorship opportunities to meet learners' social and emotional needs.
- The campus MTSS process has been updated to be more responsive and data-driven.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. **Root Cause:** Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

Problem Statement 2 (Prioritized): DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause:** Lack of Spanish resources and instructional materials.

Problem Statement 3: There is a need for additional DLI resources and planning. **Root Cause:** Lack of parity between English and Spanish instructional materials and curriculum.

Problem Statement 4 (Prioritized): There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause:** Some learners demonstrate additional needs beyond effective Tier I instruction.

Problem Statement 5: There is a need to strengthen our health enrichment curriculum to include new health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports

Problem Statement 6 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Perceptions

Perceptions Summary

Wilson Elementary's mission is, "At Wilson Elementary, we provide a safe environment where each learner is loved, valued, and accepted. We embrace and address the needs of the whole child, encourage academic, social, and emotional growth, and develop character to the highest level. We promote wonder and build a community of empowered, curious minds. We inspire lifelong learners who positively impact the world." To support this mission, Wilson follows the teaching and professional development model of Great Expectations. Every person who enters the building and classrooms is greeted and welcomed into the Wilson learning community.

In an effort to embrace the needs of the whole child, the staff at Wilson offer a number of extra-curricular activities throughout the school year and often during the summer to extend learning and real-world experiences for all learners. Learners have the opportunity to participate in a wide range of activities such as Bel Canto (Wilson's Honor Choir), Tamba, Run Club, Art Club, Robotics, Musical Theater, Green Team, Garden Club, Random Acts of Kindness (ROAK), Student Council, Math Olympiad, and new clubs for the 22-23 school year..

Wilson employees a variety of character recognition initiatives (all aligned with Great Expectations). These include the weekly Rise & Shine community-building assembly, Ranger of the Week student recognition, and monthly Kids of Character family breakfasts.

Wilson engages the local community through numerous campus families events. The Wilson PTO provides financial support and volunteers to promote these activities. Annual activities include: WilsonFest, International Night, Holiday Extravaganza, Color Run, and Field Day.

Wilson Elementary maintains an active presence on Twitter and Facebook and uses numerous platforms to provide a "window" into our school. The hashtag (#WilsonWay) is utilized to build campus pride and communicate photos, events, and announcements that promote our campus and district values. Additionally, classroom educators utilize class webpages and weekly newsletters to inform parents of current events and communicate current curricular unit foci and objectives.

Perceptions Strengths

- There is a strong sense of pride and tradition at Wilson Elementary.
- Parents and volunteers support campus events and take leadership in annual events such as WilsonFest and International Night.
- Parents have provided feedback that they appreciate the school's social media presence.
- There is a strong focus on educating the "whole" child by all Wilson stakeholders.
- Wilson Elementary is a Great Expectations Model School for several years in a row.
- Our community values the numerous extracurricular opportunities provided by staff.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2 (Prioritized): There is a need to identify 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 3: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel

Problem Statement 4 (Prioritized): There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus.

Root Cause: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

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.

Priority Problem Statements

Problem Statement 1: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds.

Root Cause 1: Our student groups of learners needing additional services and supports continue to increase.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families.

Root Cause 2: Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.

Root Cause 3: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.

Root Cause 4: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.

Root Cause 5: Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves). Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.

Root Cause 6: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 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 Emergent Bilinguals.

Root Cause 7: Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum.

Root Cause 8: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning.

Root Cause 9: Lack of Spanish resources and instructional materials.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap.

Root Cause 10: Some learners demonstrate additional needs beyond effective Tier I instruction.

Problem Statement 10 Areas: School Processes & Programs

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

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

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to identify and elevate additional measures of success for learners.

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

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus.

Root Cause 13: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: There is a need to focus on the areas in the district identified with significant dis-proportionality.

Root Cause 14: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

Problem Statement 14 Areas: Demographics

Problem Statement 15: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Root Cause 15: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 15 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

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

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional 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: T-Tess observations and evaluations, Collaborative Team Time agendas, UbD units and plan, Campus common assessment data, Learning walks, MAP Results

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom. Strategy's Expected Result/Impact: - High quality Tier I instruction for learners -Academic Achievement for Learners -High levels of team collaboration. -Increased utilization of CISD Curriculum Resources. Staff Responsible for Monitoring: -Campus Administration -Campus Leadership Team -Instructional Coach Title I: 2.4, 2.6 Problem Statements: School Processes & Programs 2, 4, 6	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur. House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur. Strategy's Expected Result/Impact: High quality Tier I instruction. Alignment of instruction to TEKS. Increase in learner achievement. Staff Responsible for Monitoring: Principal Instructional Coach Curriculum Directors Title I: 2.4, 2.6 Problem Statements: Demographics 5 - Student Learning 2, 6 - School Processes & Programs 4 Funding Sources: Lonestar Learning Reading & Math Program - 211 - Title I, Part A - 211-11-6399-00-106-24-000-21140 - \$7,200	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Improve structures to mentor and support new campus educators and instructional aides. Strategy's Expected Result/Impact: -Increased staff retention -Improved instructional practices Staff Responsible for Monitoring: -Campus Principal -Campus Instructional Coach Title I: 2.5 Problem Statements: Demographics 1 - Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Teams will utilize the district curriculum documents and resources in designing lessons and assessments that focus on the revised high priority learning standards (HPLS). Strategy's Expected Result/Impact: -Increase alignment of instruction to TEKS -Increase in student academic performance Staff Responsible for Monitoring: Campus Administrators Campus Leadership Team Title I: 2.4 Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. Root Cause: Our student groups of learners needing additional services and supports continue to increase.
Problem Statement 5: There is a need to focus on the areas in the district identified with significant dis-proportionality. Root Cause: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners
Student Learning
Problem Statement 1: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. Root Cause: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program.
Problem Statement 2: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups. Root Cause: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.
Problem Statement 6: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. Root Cause: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district
School Processes & Programs
Problem Statement 1: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. Root Cause: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.
Problem Statement 2: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. Root Cause: Lack of Spanish resources and instructional materials.
Problem Statement 4: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. Root Cause: Some learners demonstrate additional needs beyond effective Tier I instruction.
Problem Statement 6: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning
Perceptions
Problem Statement 2: 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 4: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus. Root Cause: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

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

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

Evaluation Data Sources: STAAR, RtI universal screener (BOY, EOY, MOY), DRA/EDL, TELPAS, Learning walks, PLC data, District benchmark, Campus common assessments

Strategy 1 Details	Reviews			
Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes. Strategy's Expected Result/Impact: Learner SMART Goals More collaborative Team Time Increase in student achievement Staff Responsible for Monitoring: Principal Instructional Coach Title I: 2.4, 2.6 Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continuous improvements to our campus Multi-Tiered Systems of Support (MTSS) process will occur with the overall goal of improving the alignment between learners' academic/social/emotional/language goals, interventions, and monitoring tools. Strategy's Expected Result/Impact: -Increased learner growth across assessed content areas -Increased educator proficiency with data analysis and differentiation of instruction -Data-driven WIN interventions -Consistent RtI Interventions Staff Responsible for Monitoring: -Campus Administration -Campus Leadership Team -Campus Collaborative Teams Title I: 2.4, 2.6 Problem Statements: Student Learning 6 - School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training, and align structures for data review/documentation of behavioral growth. Strategy's Expected Result/Impact: -Better relationships with students and staff -Decrease in office referrals -Refocus on Great Expectations practices and training Staff Responsible for Monitoring: -Campus Administration -Campus Leadership Team -Campus Collaborative Teams Title I: 2.5 Problem Statements: Student Learning 6		Formative			Summative
		Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 6: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. Root Cause: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district
School Processes & Programs
Problem Statement 1: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. Root Cause: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design. Problem Statement 4: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. Root Cause: Some learners demonstrate additional needs beyond effective Tier I instruction.

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: STAAR Data,
NWEA MAP Data
Attendance Data
TELPAS Data

Strategy 1 Details	Reviews			
Strategy 1: Support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies. Strategy's Expected Result/Impact: -Reduction in achievement gap between student demographic groups -Increase in learner achievement -Increase in student engagement -Adequate progress in TELPAS Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Leadership Team, Language Acquisition Specialist Title I: 2.6 Problem Statements: Demographics 1, 5 - Student Learning 1 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide resources and training emphasizing how we can best intervene for learners receiving support through: Special Education, 504, Emergent Bilingual, Migrant Learners, Tier II and Tier III, and GTI with the goal of targeting their overall academic/social/emotional needs. Strategy's Expected Result/Impact: -Increase in learners meeting/exceeding their STAAR progress measure -Decrease in behavior incidents and threat assessments -Increase in student engagement Staff Responsible for Monitoring: -Campus Leadership Team -District Curriculum Directors Title I: 2.4, 2.5 Problem Statements: Demographics 1, 5 - Student Learning 2, 4, 6	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Implement 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. Strategy's Expected Result/Impact: Increase in percentage of students achieving "Approaches" or higher on Spring 2023 STAAR, Reduction in achievement gap between student demographic groups Staff Responsible for Monitoring: Principal Assistant Principal Campus Leadership Team Title I: 2.6 Problem Statements: Student Learning 2 Funding Sources: Part-Time, Temporary Interventionist - 199 - State Comp Ed - 199-11-6128-00-106-24-000- - \$14,850		Formative			Summative
		Nov	Feb	Apr	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. Root Cause: Our student groups of learners needing additional services and supports continue to increase. Problem Statement 5: There is a need to focus on the areas in the district identified with significant dis-proportionality. Root Cause: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners
Student Learning
Problem Statement 1: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. Root Cause: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program. Problem Statement 2: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups. Root Cause: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention. Problem Statement 4: 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 Emergent Bilinguals. Root Cause: Lack of multiple data sources across the district being used to show evidence of learner growth Problem Statement 6: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. Root Cause: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

School Processes & Programs





Problem Statement 1: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. **Root Cause:** Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

Problem Statement 2: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause:** Lack of Spanish resources and instructional materials.

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 Early Childhood through 5th grade learners will participate in at least two courses/activities focused on career, college and life readiness.

Evaluation Data Sources: Team "WIN" Plans, Assembly Agendas, Learner Surveys, List of Enrichment Activities and Clubs

Strategy 1 Details	Reviews			
Strategy 1: Learners will showcase their passions and interests through weekly "Rise & Shine" assemblies, through campus enrichment opportunities/clubs, (ie Music Theatre, Art Club, Robotics Round-Up, etc) and through the inclusion of guest/community speakers to help increase and promote learner interest. Strategy's Expected Result/Impact: -Increased Learner Awareness -Increased Community Involvement Staff Responsible for Monitoring: -Campus Administration -Campus Leadership Team Title I: 2.5 Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 2 Funding Sources: Extra Duty Pay for After School Clubs - 211 - Title I, Part A - 211-11-6118-00-106-24-000-21140 - \$9,495	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement STEAM (Science, Technology, Engineering, Art and Mathematics) into our elementary specials classes. Strategy's Expected Result/Impact: -Increased learner engagement -Evidence of learning/growth in students' BULB portfolio -Increase in student performance. Staff Responsible for Monitoring: Principal Campus Leadership Team STEAM Educator Title I: 2.5, 2.6 Problem Statements: Student Learning 4 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families. Root Cause: Barriers exist in which relationships have not been established and sustained with all learners
Student Learning
Problem Statement 3: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. Root Cause: Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves). Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners
Problem Statement 4: 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 Emergent Bilinguals. Root Cause: Lack of multiple data sources across the district being used to show evidence of learner growth
Perceptions
Problem Statement 2: 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 2: All Early Childhood - 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: Digital portfolios, Open House, Campus showcases

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning. Strategy's Expected Result/Impact: -Increased Innovation -Multi-Year Digital Portfolio -Focus on growth mindset Staff Responsible for Monitoring: -Campus Administrators -Campus Instructional Team -Digital Learning Coach -STEAM Educator Title I: 2.5, 2.6 Problem Statements: Student Learning 2, 4 - Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
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 innovative and creative practices. Strategy's Expected Result/Impact: -Learner Showcases (Economics Fair, Poetry Slam, etc) -Increase in authentic products -Increased engagement on Panorama Survey -Authentic Learner Portfolios Staff Responsible for Monitoring: -Campus Administrators -Campus Leadership Team -Educators -Instructional Coach Title I: 2.4 Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 4 - Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Utilize the "Great Expectations" Methodology to create a campus climate of mutual respect and high learner and staff academic/behavior expectations. Support our campus GE implementation through ongoing professional learning and educator coaching. Strategy's Expected Result/Impact: -Maintain "Model School" Status -Decrease in behavior incidents and threat assessments -Increase in learner engagement Staff Responsible for Monitoring: Campus Administrators Instructional Coach Campus Leadership Team Title I: 2.5 Problem Statements: Demographics 1, 2 - Student Learning 3 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. Root Cause: Our student groups of learners needing additional services and supports continue to increase. Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families. Root Cause: Barriers exist in which relationships have not been established and sustained with all learners
Student Learning
Problem Statement 2: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups. Root Cause: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention. Problem Statement 3: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. Root Cause: Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves). Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners Problem Statement 4: 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 Emergent Bilinguals. Root Cause: Lack of multiple data sources across the district being used to show evidence of learner growth
School Processes & Programs
Problem Statement 4: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. Root Cause: Some learners demonstrate additional needs beyond effective Tier I instruction.

Perceptions





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

Problem Statement 2: There is a need to identify 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 1: CISD will continue to review and create new curriculum documents and training, and implement specific programs to provide needed support/resources for counseling and social emotional learning.

Evaluation Data Sources: Panorama Survey Data
Threat Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Continue revising, updating, implementing and evaluating current PK-12 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education. Strategy's Expected Result/Impact: -Alignment with TEA requirements -Improvement in campus climate and culture Staff Responsible for Monitoring: Campus Leadership Team Coordinator for Social-Emotional Learning Title I: 2.5 Problem Statements: Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Coordinate with Wilson Educators, Wilson Counselor, and Wilson Nurse to align campus practices with district implementation of new state Health TEKS. Strategy's Expected Result/Impact: -Improvement in student health and wellness -Increased alignment of campus and district practices. Staff Responsible for Monitoring: Campus Leadership Team Science Core Director Problem Statements: Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. Root Cause: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program.

Student Learning

Problem Statement 3: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves). Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

School Processes & Programs

Problem Statement 1: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. **Root Cause:** Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

Perceptions

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

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

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

Evaluation Data Sources: -Discipline Data
 -Panorama Survey Data
 -Campus Needs Assessment

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: More equitable school environment. Reduction in achievement gap across student groups. Staff Responsible for Monitoring: Campus Administrators Campus Leadership Team Title I: 2.6 Problem Statements: Demographics 1, 2 - Student Learning 6 - School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide families with equitable access to our campus (through translation of school communication in English and Spanish), and provide opportunities for parent engagement through our Parent Liaison. Strategy's Expected Result/Impact: -Translated documents/resources -Increased parent/school communication -Increased Family Involvement Staff Responsible for Monitoring: Campus Administrators Director of ESL/Bilingual Title I: 4.1, 4.2 Problem Statements: Demographics 2 Funding Sources: Bilingual Office Aide / Parent Liaison - 211 - Title I, Part A - 211-23-6129-00-106-24-000-21140 - \$37,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Using input from a variety of stakeholders, we will review and update the campus Parental Involvement Policy and Parent/Educator/Learner Compact. Additionally, parental involvement opportunities will be available at different times throughout the school year. Strategy's Expected Result/Impact: -Increased Parental Involvement -Increased Understanding of Campus Supports and Volunteer Opportunities Staff Responsible for Monitoring: -Campus Administration -Site Based Decision Making Committee -Director of Federal Programs Title I: 4.1, 4.2 Problem Statements: Demographics 2		Formative			Summative
		Nov	Feb	Apr	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 1: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. Root Cause: Our student groups of learners needing additional services and supports continue to increase.
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families. Root Cause: Barriers exist in which relationships have not been established and sustained with all learners
Student Learning
Problem Statement 6: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. Root Cause: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district
School Processes & Programs
Problem Statement 4: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. Root Cause: Some learners demonstrate additional needs beyond effective Tier I instruction.

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

Performance Objective 1: CISD will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

Evaluation Data Sources: Campus Professional Learning days, FedEx (2nd Wednesday of each month), Design Days, Collaborative Team Time agendas

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities. Strategy's Expected Result/Impact: -Increased student achievement -Targeted and intentional intervention and enrichment -Increased use of data-driven instruction -Increased fidelity to CISD Curriculum Staff Responsible for Monitoring: -Campus Adminstartors -Campus Leadership Team -Instructional Coach Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Partner with Denton Creek Elementary to provide combined Dual Language Immersion (DLI) cross-campus planning days and learning walks. Strategy's Expected Result/Impact: -Increased student achievement for Emergent Bilingual learners -Increased partnership and support for DLI educators Staff Responsible for Monitoring: Campus Principals Language Acquisitions Specialists Director of ESL/Bilingual Title I: 2.6 Problem Statements: Student Learning 1 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Calibrate, align and gain support from our district departments concerning needs for professional learning specifically to target the area of math to address the need of economically disadvantaged learners to meet their individual growth projections on the Math MAP assessment for the 2023-24 school year. Strategy's Expected Result/Impact: -Increased individual growth on Math MAP assessment -Increased number of economically disadvantaged learners passing math STAAR Staff Responsible for Monitoring: -Campus Adminstartors -Campus Leadership Team -Instructional Coach -Educators Title I: 2.4, 2.6 Problem Statements: Student Learning 2		Formative			Summative
		Nov	Feb	Apr	June
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. Root Cause: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program. Problem Statement 2: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups. Root Cause: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention. Problem Statement 6: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. Root Cause: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district
School Processes & Programs
Problem Statement 1: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. Root Cause: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design. Problem Statement 2: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. Root Cause: Lack of Spanish resources and instructional materials.

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

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

Evaluation Data Sources: STAAR Data, TELPAS Data, Panorama Student Success Data, District Benchmark Assessments, Educator Feedback

Strategy 1 Details	Reviews			
Strategy 1: Actualize the CISD Community Based Accountability System at Wilson Elementary by identifying and showcasing measures/growth aligned to the CBAS Pillars. Strategy's Expected Result/Impact: -Increased community engagement -Positive school/parent relationships -Increase in student achievement -Advancement of CISD Core Values Staff Responsible for Monitoring: -Campus Administrators -Campus Leadership Team -District Communications Department Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





Perceptions
Problem Statement 2: 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 will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation, and performance needs.

Performance Objective 3: CISD will continue to review and maintain safety and security practices and will work to implement any additional strategies/protocols put in place by the state.

Evaluation Data Sources: Campus/District Safety Records, Drill Records, Behavior Incidents, Threat Assessments

Strategy 1 Details	Reviews			
Strategy 1: Ensure all required safety drills occur on campus, provide specific training for staff and learners concerning safety practices, and identify any additional needs of safety support to be implemented based on state requirements/recommendations. Strategy's Expected Result/Impact: -Safer campus learning environment Staff Responsible for Monitoring: Campus Administrators Coordinator of Safety & Security Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

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

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Lonestar Learning Reading & Math Program	211-11-6399-00-106-24-000-21140	\$7,200.00
2	1	1	Extra Duty Pay for After School Clubs	211-11-6118-00-106-24-000-21140	\$9,495.00
3	2	2	Bilingual Office Aide / Parent Liaison	211-23-6129-00-106-24-000-21140	\$37,000.00
Sub-Total					\$53,695.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Part-Time, Temporary Interventionist	199-11-6128-00-106-24-000-	\$14,850.00
Sub-Total					\$14,850.00