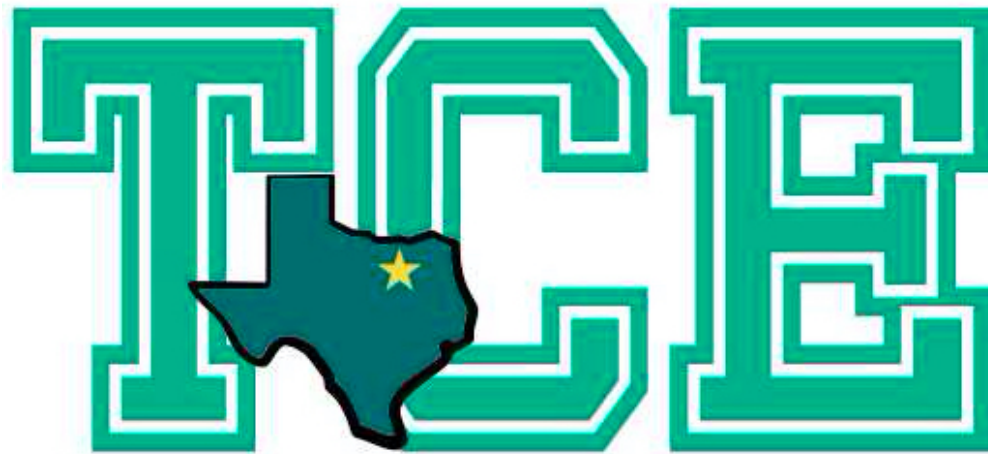


Coppell Independent School District
Town Center Elementary
2022-2023 Campus Improvement Plan



Mission Statement

Coppell ISD Mission Statement

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

Core Beliefs

Coppell ISD 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	12
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.	13
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.	18
Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.	22
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.	27
Campus Funding Summary	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Town Center 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. Town Center serves a majority Asian student population in grades K-5. In the 2021-22 school year, total enrollment was 478 which represents a decrease of 18.9% since 2017-18 (590 learners).

In 2021-22, the student population was 44.1% Asian, 35.5% White, 11.7% Hispanic, 4.8% African American, 0.2% American Indian/Alaskan Native, 0.2% Native Hawaiian/Pacific Islander and 3.3% multi-racial. Females made up 46.8% of the learners and males represented 53.1%. Our economically disadvantaged percentage was 10.4%.

Our Emergent Bilingual (EB) population consisted of 49 learners that made up 10.2% of our campus. The top 5 foreign languages spoken by this student group were: Arabic (18.3%), Telugu (14.2%), Hindi (8.1), Korean (8.1%), and Gujarati(6.1%). Additionally, 38.7% of our EBs were also economically disadvantaged.

Our 50 gifted and talented learners constituted 10.4% of our population. Our gender split in the GT group was 40% female and 60% male. Of the four major ethnic groups, our GT learners were 52% Asian, 38% White, 6% Hispanic and 2% African American.

We had 74 learners that qualified for special education services, which represented 15.4% of our population. There were 35 learners with 504 accommodations, which was 7.3% of the total enrollment.

The average daily attendance for our campus in 2021-22 was 96.49%, which decreased by 2.52% from the prior year.

STAFFING

Town Center employed 31 educators and 8 instructional aides in the 2021-22 school year. The number of teachers decreased by 4 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 3.2% Asian, 87.1% White, 3.2% Hispanic, 3.2% African American, 3.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 96.7% of the educators and males represented 3.2%.

Overall, our educators had a varying level of professional experience: 0% (0) were new to teaching with 0-1 years of experience, 16.1% (5) had 2-5 years, 32.2% (10) had 6-10 years, 9.6% (3) had 11-15 years, 25.8% (8) had 16-20 years, and 16.1% (5) had more than 20 years. Looking at longevity within the district, 19.3% of our teachers had 0-1 years in district, 22.5% had 2-5 years, 22.5% had 6-10 years, 16.1% had 11-15 years, 16.1% had 16-20 years and 3.2% had more than 20 years. The average years of professional experience was 13.1 with 8.3 years in the district.

Advanced degrees were held by 25.8% of our teachers: 8 with master's degrees and 0 with doctorates. Our campus principal had 21 years of career experience in a professional position (not necessarily as a principal) and 15 years in Coppell. Our assistant principal(s) had an average of 10 years of professional experience and 10 years in the district.

Our educator retention rate from 2020-21 to 2021-22 was 76.47%. For educational aides it was 57.14%. We hired 5 new teachers in 2021-22. The characteristics of our new teachers were as follows: 0% Asian, 60% White, 20% Hispanic, 20% African American, 80% female, 20% male, 0% new to teaching, 20% with 2-5 years of professional experience, 60% with 6-10 years, 0% with 11-15 years, 0% with 16-20 years, 20% with more than 20 years and 16.1% new to the campus. The average years of professional experience was 6.7 with 0 years in the district. 0% of our new teachers had advanced degrees.

Demographics Strengths

- Town Center serves a diverse group of learners.
- Educator retention rate is 76.4%.
- The average years of professional experience for educators on our campus is 13.1 with 8.3 years in the district.
- 25.8 % of our educators hold advanced degrees.

Problem Statements Identifying Demographics Needs

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

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 and families.

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	85	11	89	71	42	85	22	78	45	29
Spring 2022	3	78	9	91	69	54	78	8	92	72	37

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	99	13	87	66	33	99	10	90	73	48
Spring 2022	4	86	14	86	73	43	86	24	76	59	43

Admin	Grade	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %	STAAR - Science - Number Tested
Spring 2021	5	9	91	74	63	4	96	74	63	81
Spring 2022	5	6	94	85	65	7	93	74	44	108

Admin	Grade	STAAR - Science - Number Tested	STAAR - Science - Did Not Meet - %	STAAR - Science - Approaches - %	STAAR - Science - Meets - %	STAAR - Science - Masters - %
Spring 2021	5	81	14	86	57	31
Spring 2022	5	108	12	88	60	32

Student Learning Strengths

At Town Center Elementary, our learners have been very responsive to both interventions and enrichment. Our overall STAAR scores from 2021-2022 show an increase in most content areas for both overall passing rates and the "Masters" category. Our reading scores for all testing grade levels increased, showing our learners are having success with the support of Tier 1 instruction and interventions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to target specific reading, writing, and math skills to focus on early intervention. **Root Cause:** Due to school mode changes in the past few years, we are seeing higher levels of gaps in content areas.

Problem Statement 2 (Prioritized): There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. **Root Cause:** Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

Problem Statement 3 (Prioritized): There is a need to continue the development of digital citizenship and digital safety. **Root Cause:** Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

Problem Statement 4 (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

School Processes & Programs

School Processes & Programs Summary

Town Center Elementary uses both district curriculum and state standards to create lesson experiences. We have built time into our master schedule to allow for extended collaborative planning time for teams on a two-week rotation. This allows our educators more time and resources to dig into the four critical questions of a Professional Learning Community. Our campus also utilizes a grade-wide intervention time, "Prime Time", to allow educators to share learners and target specific interventions and enrichment that are necessary for learners. All of Town Center's classroom educators are highly qualified, and we consider them our best resource. Educators are able to collaborate with support staff such as our instructional coach, GT specialist, librarian, special program staff, and Language Acquisition Specialist.

Our campus utilizes a Multi-Tiered System of Supports (MTSS) framework to support our learners. Collaboration between educators, parents, administrators, counselors, and campus and district specialists is key. Interventions are provided on a consistent basis as determined by the committee, along with any next steps that are determined based on individual learner progress or lack thereof.

This year we will continue to implement a professional development system that provides for purposeful and timely campus training for staff that are both chosen by and led by staff. These "FedEx" opportunities are provided throughout both semesters and attended by all staff.

School Processes & Programs Strengths

- Educators serve in different leadership capacities on both a campus and district level.
- Technology is used consistently across the campus as a tool for learning and creating.
- Numerous systems are in place to support the campus implementation of Professional Learning Communities.
- Educators have the opportunity for self-selected campus professional development opportunities both as a participant and as a leader.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to continue the development of digital citizenship and digital safety. **Root Cause:** Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

Problem Statement 2 (Prioritized): There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. **Root Cause:** Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

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

Perceptions

Perceptions Summary

Town Center prides itself on being a family made up of our learners, educators, and families. We work to support our district 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.

Learners are encouraged to follow their passions in learning. They are given the chance to learn and experience things that they otherwise may not be able to experience through both classroom activities and after-school opportunities. Some of these experiences include our staff-led robotics team, cooking club, drama, music, and other club opportunities provided by the community and parents.

We strive to increase parental support and involvement on our campus. PTO meetings are held in the evenings in order for more families to attend who may work or not have transportation during the day. This also allows our staff to attend. With a focus on effective communication, our teachers continue to send weekly newsletters/blogs and all educators have a Twitter account to share out announcements and learning experiences. In addition to our campus Twitter account, we also have a campus Facebook page, along with a weekly parent newsletter from the principal to spotlight the learning on campus and share upcoming events. We provide campus events that are open to our families and the community, including the Color Run, Spring Picnic, book fairs, academic and cultural nights, and musical performances.

Our campus utilizes data from the district, parent, and learner surveys to inform decision-making and overall support for our campus and Town Center community.

Perceptions Strengths

- Learners are consistently given choice both in class and in club opportunities.
- Educators feel the school is like a family and there is little turnover from year to year.
- There are a variety of events throughout the year that parents are invited to participate in, including day events and evening events.
- Mentor opportunities are available for learners based on staff and parent recommendations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for learners to increase their social-emotional skills including the following: perseverance, self-advocacy, and regulating emotions. **Root Cause:** There are factors both in and out of school that attribute to our learners' social-emotional needs.

Problem Statement 2 (Prioritized): There is a need to focus on the social emotional wellness of learners and staff. **Root Cause:** Greater focus on academic learning vs. the whole child.

Priority Problem Statements

Problem Statement 1: There is a need to enhance communication and engagement for families.

Root Cause 1: Barriers exist within the current system of communication and engagement opportunities.

Problem Statement 1 Areas: Demographics

Problem Statement 3: There is a need to target specific reading, writing, and math skills to focus on early intervention.

Root Cause 3: Due to school mode changes in the past few years, we are seeing higher levels of gaps in content areas.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: There is a need to continue the development of digital citizenship and digital safety.

Root Cause 5: Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: There is a need for learners to increase their social-emotional skills including the following: perseverance, self-advocacy, and regulating emotions.

Root Cause 6: There are factors both in and out of school that attribute to our learners' social-emotional needs.

Problem Statement 6 Areas: Perceptions

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 and families.

Problem Statement 2 Areas: Demographics

Problem Statement 4: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities.

Root Cause 4: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 7: There is a need to focus on the social emotional wellness of learners and staff.

Root Cause 7: Greater focus on academic learning vs. the whole child.

Problem Statement 7 Areas: Perceptions

Problem Statement 9: There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district.

Root Cause 9: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 8: 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 8: 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 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 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals





Revised/Approved: September 26, 2022

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

Evaluation Data Sources: T-TESS Observations & Evaluations, Common Formative Assessment Data, Team Collaborative Planning Agendas; STAAR Data, TELPAS Data, Response to Intervention Data

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and support for educators in implementing Tier 1 instructional strategies with a specific focus on small group instruction and formative assessments. Strategy's Expected Result/Impact: -Educators will utilize curriculum documents campus-wide -Educators will collaborate to focus on learner needs across the entire grade level -Increased learner growth in content areas Staff Responsible for Monitoring: Campus Administrators and Instructional Coach will attend collaborative planning time Title I: 2.4, 2.6 Problem Statements: Student Learning 2 - School Processes & Programs 2 Funding Sources: Sub Pay for Design Days & Professional Learning - 211 - Title I, Part A - 211-11-6112-00-108-24-000-21130 - \$6,000, Title 1 Crate Cost - 211 - Title I, Part A - \$450	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: House Bill 3 implementation of reading goals and training with Reading Academies will occur. Strategy's Expected Result/Impact: Strengthen literacy skills for elementary educators and align practices within instruction; Learner growth in literacy development that is tracked through district and state assessments. Staff Responsible for Monitoring: Campus Administrators Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur. Strategy's Expected Result/Impact: Strengthen math skills for elementary educators and align practices within math interventions and enrichment opportunities; Learner growth in math development that is tracked through district and state assessments. Staff Responsible for Monitoring: Campus Administrators Problem Statements: Student Learning 1 Funding Sources: Campus Interventionist Extra Duty Pay - 199 - State Comp Ed		Formative			Summative
		Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to target specific reading, writing, and math skills to focus on early intervention. Root Cause: Due to school mode changes in the past few years, we are seeing higher levels of gaps in content areas.
Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.
School Processes & Programs
Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

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: Common Formative Assessment Data, Learner Goal Setting & Reflections, STAAR Data, Learning Walks, District Screener Data

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). Strategy's Expected Result/Impact: - Awareness, training, and implementation of data analysis protocols - Growth and alignment in structures for Professional Learning Communities - Increased student achievement (academic, social-emotional and behavioral) Staff Responsible for Monitoring: Campus Administrators and Instructional Coach will attend collaborative planning time. Problem Statements: Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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 -Increase educators' knowledge of data analysis and differentiation of instruction -Data housed in one easily accessible location - Increased monitoring of learners' growth in all content areas and social-emotional skills Staff Responsible for Monitoring: Campus Administrators & Instructional Coach Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.





School Processes & Programs
Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.
Perceptions
Problem Statement 2: There is a need to focus on the social emotional wellness of learners and staff. Root Cause: Greater focus on academic learning vs. the whole child.

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, TELPAS data, formative assessments

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, Emerging Bilingual Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social-emotional needs. Strategy's Expected Result/Impact: -Training developed and implemented - Response to Intervention process (MTSS - Multi-Tiered Systems of Support) clearly defined and supported with resources -IEPs and Service Plans designed to meet learners' needs - Data gathered from aligned resources (iStation, Dreambox, Imagine Learning, MAP, mCLASS, Panorama Student Success Platform, etc.) Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Language Acquisition Specialist, Special Education Educators, GT Specialist, Counselor Problem Statements: Student Learning 1, 2 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide interventions to learners at risk who are not meeting grade level standards or showing significant growth. Strategy's Expected Result/Impact: -Increase in academic achievement and growth for all learners Staff Responsible for Monitoring: Campus Administrators; Instructional Coach Title I: 2.6 Problem Statements: Student Learning 1, 2 - School Processes & Programs 2 Funding Sources: Intervention Materials - 199 - State Comp Ed, Reading Materials - 211 - Title I, Part A - 211-11-6329-00-108-24-000-21130 - \$3,845	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 math and reading academic achievement in fourth and fifth grade. Staff Responsible for Monitoring: Campus Administrators; Fourth and Fifth-Grade Educators Problem Statements: Student Learning 1, 2 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a need to target specific reading, writing, and math skills to focus on early intervention. Root Cause: Due to school mode changes in the past few years, we are seeing higher levels of gaps in content areas.
Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.
School Processes & Programs
Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

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: Guest Speaker Schedule, Enrichment Club List/Schedules, Learner Surveys

Strategy 1 Details	Reviews			
Strategy 1: All learners will participate in interest-based enrichment activities. This includes guest speakers based on interest and enrichment clubs. Strategy's Expected Result/Impact: -Increased community involvement -All learners will have the opportunity to develop and explore talents and interests. Staff Responsible for Monitoring: Campus Administrators, GT Facilitator Title I: 2.5 Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 1 Funding Sources: Extra Duty Pay for Enrichment Clubs/Activities - 211 - Title I, Part A - 211-11-6118-00-108-24-000-21130 - \$2,912	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training and resources to educators enhancing curriculum connections to real-world application in learning. Strategy's Expected Result/Impact: - Provide training that highlights real-world application in lesson design - Increase the use of business partners and resident experts to support curriculum connections - Increase learner awareness of career, college and life readiness opportunities Staff Responsible for Monitoring: Campus Administrators, GT Specialist, Instructional Coach Problem Statements: Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

School Processes & Programs
Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.
Perceptions
Problem Statement 1: There is a need for learners to increase their social-emotional skills including the following: perseverance, self-advocacy, and regulating emotions. Root Cause: There are factors both in and out of school that attribute to our learners' social-emotional needs.

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 learning. (i.e. service learning, digital portfolios, presentations, etc.)

Evaluation Data Sources: Digital Portfolios, Open House

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing digital portfolios K-5 to provide opportunities for highlighting the processes and products of learning. Strategy's Expected Result/Impact: All learners will be able to highlight evidence of their learning in Bulb. Staff Responsible for Monitoring: Campus Administrators, Educators, Digital Learning Coach Problem Statements: Student Learning 3 - School Processes & Programs 1	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: -Performance tasks for math and science -Rubrics for academics -Goal setting/reflections Staff Responsible for Monitoring: Campus Administrators Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 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 and families.
Student Learning
Problem Statement 1: There is a need to target specific reading, writing, and math skills to focus on early intervention. Root Cause: Due to school mode changes in the past few years, we are seeing higher levels of gaps in content areas.

Student Learning

Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. **Root Cause:** Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

Problem Statement 3: There is a need to continue the development of digital citizenship and digital safety. **Root Cause:** Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

School Processes & Programs

Problem Statement 1: There is a need to continue the development of digital citizenship and digital safety. **Root Cause:** Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. **Root Cause:** Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.





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

Performance Objective 1: Town Center will continue to utilize curriculum documents and implement specific programs to provide needed support/resources for counseling and social-emotional learning.

Evaluation Data Sources: - Revised curriculum documents

- Educator feedback
- Training resources
- Social emotional survey data
- Specific training for counselors and implementation of resources purchased
- Threat assessment data
- Panorama survey data
- CISD Visioning Work

Strategy 1 Details	Reviews			
Strategy 1: Implement current K-12 curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character education. This includes the following character traits per TEA: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Learner growth as indicated through survey/learner goals (academic and social-emotional) - Elementary resources available for support in learning - Scope and Sequence and curriculum documents of support implemented Staff Responsible for Monitoring: Campus Administrators; Counselor <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Implement new health TEKS and specific requirements set by the state. Strategy's Expected Result/Impact: - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports Staff Responsible for Monitoring: Campus Administrators; Counselor Problem Statements: Student Learning 4 - Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Align implementation of social-emotional support structures: class meetings, 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 Administrators; Counselor Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: 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
Perceptions
Problem Statement 1: There is a need for learners to increase their social-emotional skills including the following: perseverance, self-advocacy, and regulating emotions. Root Cause: There are factors both in and out of school that attribute to our learners' social-emotional needs. Problem Statement 2: There is a need to focus on the social emotional wellness of learners and staff. Root Cause: Greater focus on academic learning vs. the whole child.

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

Performance Objective 2: Town Center will continue to investigate, explore and create tools/strategies that support our families' ability to enhance and extend their child's learning.

Evaluation Data Sources: Attendance and feedback from campus events, educator websites, blogs & newsletters, PTO agendas

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for family engagement including campus events that promote both family/school engagement and support of learning at home. This includes family engagement nights, parent books study, and access to social-emotional resources. Strategy's Expected Result/Impact: -Increased parent engagement and opportunity for learning to extend beyond the classroom to the home. Staff Responsible for Monitoring: Campus Administrators, Educators Title I: 2.5 Problem Statements: Demographics 1, 2 Funding Sources: Parent Book Study Resources - 211 - Title I, Part A - 211-61-6329-00-108-24-000-21130 - \$2,000, Parent Engagement Materials - 211 - Title I, Part A - 211-61-6399-00-108-24-000-21130 - \$500, Academic Nights - 211 - Title I, Part A - 211-11-6299-00-108-24-000-21130 - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Review and analyze discipline, behavior, and threat assessment data to look at equitable practices and interventions/supports for learners. Strategy's Expected Result/Impact: -Threat Assessment process utilized - Use of a collaborative approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix utilized - 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 Administrators; Counselor Problem Statements: Student Learning 3 - School Processes & Programs 1 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

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

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 and families.

Student Learning

Problem Statement 3: There is a need to continue the development of digital citizenship and digital safety. **Root Cause:** Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

School Processes & Programs

Problem Statement 1: There is a need to continue the development of digital citizenship and digital safety. **Root Cause:** Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.





Perceptions

Problem Statement 2: There is a need to focus on the social emotional wellness of learners and staff. **Root Cause:** Greater focus on academic learning vs. the whole child.

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

Performance Objective 3: Town Center will continue to bring clarity, communicate systems and provide intentional training to ensure alignment with practices/supports across the district.

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

Strategy 1 Details	Reviews			
Strategy 1: Continue to focus on social-emotional learning/well-being for staff. Strategy's Expected Result/Impact: -Increase in staff retention -Increase in positive feedback from staff Panorama surveys. -Increase in strategies to use to promote positive well-being Staff Responsible for Monitoring: Campus administrators, counselor, leadership team Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue building awareness and processes supporting accessibility under the Americans with Disabilities Act and promoting access to resources, training, facility needs, and overall responsiveness regarding equity with intervention/support for individuals with disabilities. Strategy's Expected Result/Impact: Building areas updated to support equity in access; Increased awareness and implementation of support needed Staff Responsible for Monitoring: Campus Administrators Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: There is a need to focus on the social emotional wellness of learners and staff. Root Cause: Greater focus on academic learning vs. the whole child.

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: Town Center will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of training.

Evaluation Data Sources: Campus agendas, campus professional learning days, collaborative learning time, PLC reflection data, administrator/educator feedback, mentoring supports, and training

Strategy 1 Details	Reviews			
Strategy 1: Educators will attend professional development that is based on educator needs/interests. Campus educators, district staff, and outside resources will be utilized, as needed. Strategy's Expected Result/Impact: Educators are able to immediately apply new learning & strategies within their classroom. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach Problem Statements: Student Learning 1, 2 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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: - Evidence of PLC/MTSS structures in professional learning - Increased use of data to support evidence-based decisions for professional learning - Support for new educators to the district with mentoring and building blocks for PLC/MTSS Staff Responsible for Monitoring: Campus Administrators; Instructional Coach Problem Statements: Student Learning 1, 2 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to target specific reading, writing, and math skills to focus on early intervention. Root Cause: Due to school mode changes in the past few years, we are seeing higher levels of gaps in content areas.
Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

School Processes & Programs





Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. **Root Cause:** Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

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: Town Center 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 inform instructional practices.

Evaluation Data Sources: Utilization of aligned resources, district/campus common formative assessments

Strategy 1 Details	Reviews			
Strategy 1: Continue researching, developing, and implementing a CISD Community Based Accountability System. Strategy's Expected Result/Impact: - Online district pamphlet created with quantitative and qualitative data - District dashboard showcasing various pieces of data - Update and evaluate Learner and Leadership Profile - Showcase learner growth of the whole child Staff Responsible for Monitoring: Campus Administrators Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





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

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

Performance Objective 3: Town Center 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. 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 the safety and practices of CISD Staff Responsible for Monitoring: Campus Administrators Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement door sweeps on campus buildings at least once each week during instructional days. Strategy's Expected Result/Impact: -Ensure security of doors Staff Responsible for Monitoring: Campus Administrators, Coordinator of Safety and Security, SROs Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

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

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Sub Pay for Design Days & Professional Learning	211-11-6112-00-108-24-000-21130	\$6,000.00
1	1	1	Title 1 Crate Cost		\$450.00
1	3	2	Reading Materials	211-11-6329-00-108-24-000-21130	\$3,845.00
2	1	1	Extra Duty Pay for Enrichment Clubs/Activities	211-11-6118-00-108-24-000-21130	\$2,912.00
3	2	1	Parent Book Study Resources	211-61-6329-00-108-24-000-21130	\$2,000.00
3	2	1	Parent Engagement Materials	211-61-6399-00-108-24-000-21130	\$500.00
3	2	1	Academic Nights	211-11-6299-00-108-24-000-21130	\$1,000.00
Sub-Total					\$16,707.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Campus Interventionist Extra Duty Pay		\$0.00
1	3	2	Intervention Materials		\$0.00
Sub-Total					\$0.00