

# **Coppell Independent School District**

## **District Improvement Plan**

**2020-2021**



# Mission Statement

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

## Vision

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

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

## Values

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

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

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

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

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
District Processes & Programs	13
Perceptions	16
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	22
Goals	25
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.	25
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.	45
Goal 3 : Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.	51
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.	62

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### DEMOGRAPHICS

In the 2019-20 school year, Coppell ISD consisted of 11 elementary districtes, 3 middle schools, 2 high schools, a freshman campus, and an alternative education campus. The district enrolls learners from Coppell and neighboring cities, including Irving, Lewisville, and Dallas and opened in 1959 with approximately 175 learners. Enrollment in 2019-20 was 13,314 which represents an increase of 10.7% from 5 years ago.

In 2019-20, the student population was 51.9% Asian, 27.3% White, 13.1% Hispanic, 4.1% African American, 0.3% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3% multi-racial. Females made up 48.6% of the learners and males represented 51.3%. Our economically disadvantaged percentage was 8.5%.

Our English Learner (EL) population consisted of 1261 learners that made up 9.4% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (25.9%), Telugu (17.5%), Tamil (7), Hindi (6.9%), and Japanese(5.5%). Additionally, 25.1% of our ELs were also economically disadvantaged.

We had 1164 learners that qualified for special education services, which represented 8.7% of our population. There were 947 learners with 504 accommodations, which was 7.1% of the total enrollment.

Our 2,138 gifted and talented learners constituted 16% of our population. Our gender split in the GT group was 44.7% female and 55.2% male. Of the four major ethnic groups, our GT learners were 66.4% Asian, 23.5% White, 6.2% Hispanic and 0.9% African American.

The average daily attendance for our campus in 2019-20 was 97.7%, which increased by 0.8% from the prior year.

#### STAFFING

CISD employed 849 educators and 123 instructional aides in the 2019-20 school year. The number of teachers increased by 89 from the prior year while the number of aides increased by 34. The ethnic breakdown for the teaching staff was 5.3% Asian, 81.7% White, 8.2% Hispanic, 3.1% African American, 0.5% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0.9% multi-racial. Females made up 78.9% of the educators and males represented 21%.

Overall, our educators had a varying level of professional experience: 14% (119) were new to teaching with 0-1 years of experience, 22.7% (193) had 2-5 years, 20.7% (176) had 6-10 years, 16.1% (137) had 11-15 years, 12.8% (109) had 16-20 years, and 13.5% (115) had more than 20 years. Looking at longevity within the district, 31.2% of our teachers had 0-1 years in district, 33.2% had 2-5 years, 14.1% had 6-10 years, 11.5% had 11-15 years, 6.3% had 16-20 years and 4.4% had more than 20 years. The average years of professional experience was 10.5 with 6 years in the district.

Advanced degrees were held by 27.9% of our teachers: 227 with master's degrees and 10 with doctorates. Our campus principal had 23 years of career experience in a professional position (not necessarily as a principal) and 13 years in Coppell. Our assistant principal(s) had an average of 16 years of professional experience and 6.1 years in the district.

Our educator retention rate from 2018-19 to 2019-20 was 84.44%. For educational aides it was 72.72%. We hired 235 new teachers in 2019-20. The characteristics of our new teachers were as follows: 0% Asian, 2.1% White, 0% Hispanic, 0.4% African American, 81.7% female, 18.3% male, 34.4% new to teaching, 27.2% with 2-5 years of professional experience, 19.5% with 6-10 years, 11.4% with 11-15 years, 4.6% with 16-20 years, 2.5% with more than 20 years and 27.6% new to the campus. The average years of professional experience was 5 with 0 years in the district. 28% of our new teachers had advanced degrees.

In the 2019-20 school year, Coppell ISD consisted of 11 elementary districtes, 3 middle schools, 2 high schools, a freshman campus, and an alternative educ campus. The district enrolls learners from Coppell and neighboring cities, including Irving, Lewisville, and Dallas and opened in 1959 with approximately 1 learners. Enrollment in 2019-20 was 13,314 which represents an increase of 10.7% from 5 years ago.

## Demographics Strengths

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

## Problem Statements Identifying Demographics Needs

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

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

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

# Student Learning

## Student Learning Summary

Due to the impact of COVID-19 during the spring of 2020, the state cancelled any standardized testing for STAAR or End of Course Exams per the Texas Education Agency. This also included any TELPAS testing for our English language learners. As a district, we implemented Distance Learning during the school closure and our learners were supported through online experiences within our Schoology learning management system. Our district also used pass/fail for reporting of grades for the final nine weeks. We realize that we will need to use data that was gathered as a district from resources this previous year as well as be highly proactive in gathering from various resources moving ahead into this 2020-2021 school year.

As we go into 2020-2021, we will be using previous data from the state along with these examples of various data collection tools that help support and track learner growth and specific areas of need:

- Tracking Engagement Levels in Schoology (Interactions, submissions, assignments, etc.)
- NWEA MAP
- iStation
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- Schoology AMP
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner

The following data is from the 2018-2019 state accountability information.

## District Student Academic Achievement

### STAAR

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

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

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

From 2015-2019, the Coppell ISD experienced an increase in performance on 88% of the STAAR Mathematics assessments on the Meets passing percentage. The data below reflects the March and/or April administration for grades 5 and 8.

- Grade 3: 65% to 71%
- Grade 4: 58% to 77%
- Grade 5: 70% to 81%
- Grade 6: 80% to 76%
- Grade 7: 72% to 87%
- Grade 8: 33% to 91%
- Algebra I: 72% to 87%

On the STAAR Reading assessment over the 2015-2019 time-frame, the district saw 100% of the grade levels as showing an increase on the Meets passing percentage. The data below reflects the March and/or April administration for grades 5 and 8.

- Grade 3: 62% to 70%
- Grade 4: 68% to 72%

- Grade 5: 70% to 81%
- Grade 6: 70% to 71%
- Grade 7: 64% to 80%
- Grade 8: 70% to 84%
- English I: 82% to 88%
- English II: 80% to 83%

On the STAAR Science assessment over the 2015-2019 time-frame, the district experienced 100% of the assessments increasing on the Meets passing percentage.

- Grade 5: 51% to 68%
- Grade 8: 62% to 83%
- Biology: 81% to 88%

On the STAAR Social Studies assessments from 2015-2019, both grade levels experienced an increase in the Meets passing percentage.

- Grade 8: 53% to 75%
- U. S. History: 81% to 92%

On the STAAR Writing assessments from 2015 to 2019, both grade levels experienced an increase in the Meets passing percentage.

- Grade 4: 56% to 67%
- Grade 7: 60% to 71%

SEE BELOW FOR TABLES OF DATA



“ALL STUDENTS” CATEGORY

ACHIEVED THE MEET PASSING STANDARD

(CHANGE IN PERFORMANCE FROM 2015 TO 2019)

GRADE	READING	MATH	SCIENCE	SOCIAL STUDIES	WRITING
3	62% to 70%	65% to 71%			
4	68% to 72%	58% to 77%			56% to 67%
5 (Mar/Apr)	70% to 81%	70% to 81%	51% to 68%		
6	70% to 71%	80% to 76%			
7	64% to 80%	72% to 87%			60% to 71%
8	70% to 84%	33% to 91%	62% to 83%	53% to 75%	
Algebra I		72% to 87%			
Biology			81% to 88%		
English I	82% to 88%				
English II	80% to 83%				
U.S. History				81% to 92%	

ECONOMICALLY DISADVANTAGED

ACHIEVED THE MEET PASSING STANDARD

(CHANGE IN PERFORMANCE FROM 2015 TO 2019)

GRADE	READING	MATH	SCIENCE	SOCIAL STUDIES	WRITING
3	30% to 42%	30% to 29%			
4	33% to 52%	23% to 49%			21% to 37%
5 (Mar/Apr)	36% to 64%	31% to 54%	17% to 40%		
6	24% to 44%	42% to 59%			
7	31% to 50%	46% to 61%			31% to 39%
8	49% to 59%	13% to 70%	31% to 56%	28% to 48%	

ECONOMICALLY DISADVANTAGED					
ACHIEVED THE MEET PASSING STANDARD					
(CHANGE IN PERFORMANCE FROM 2015 TO 2019)					
Algebra I		40% to 61%			
Biology			56% to 64%		
English I	58% to 63%				
English II	60% to 57%				
U.S. History				67% to 75%	

SPECIAL EDUCATION					
ACHIEVED THE MEET PASSING STANDARD					
(CHANGE IN PERFORMANCE FROM 2015 TO 2019)					
GRADE	READING	MATH	SCIENCE	SOCIAL STUDIES	WRITING
3	23% to 33%	23% to 32%			
4	14% to 31%	16% to 39%			8% to 25%
5 (Mar/Apr)	21% to 29%	26% to 25%	15% to 18%		
6	16% to 21%	36% to 39%			
7	17% to 19%	27% to 34%			3% to 8%
8	8% to 23%	5% to 36%	8% to 21%	5% to 19%	
Algebra I		3% to 28%			
Biology			22% to 42%		
English I	18% to 33%				
English II	16% to 23%				
U.S. History				27% to 47%	

LIMITED ENGLISH PROFICIENT (Current LEP)  
 ACHIEVED THE MEET PASSING STANDARD  
 (CHANGE IN PERFORMANCE FROM 2015 TO 2019)

GRADE	READING	MATH	SCIENCE	SOCIAL STUDIES	WRITING
3	37% to 51%	45% to 62%			
4	29% to 47%	37% to 66%			36% to 46%
5 (Mar/Apr)	23% to 51%	44% to 69%	16% to 40%		
6	18% to 15%	55% to 53%			
7	7% to 27%	40% to 64%			14% to 15%
8	24% to 34%	22% to 70%	20% to 38%	5% to 32%	
Algebra I		27% to 61%			
Biology			31% to 39%		
English I	23% to 38%				
English II	33% to 30%				
U.S. History				29% to 55%	

There are also several mandates from House Bill 3 as well as Senate Bill 11 that will be embedded in our goals and strategies moving ahead this year.

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

The strategies around Senate Bill 11 (added to the District Improvement Plan) will include a focus on safety and updates to the threat assessment process, parental involvement and mental health support, mental health supports within curriculum and partnership with the district SHAC committee, and Trauma training.

### Student Learning Strengths

- Overall performance on SAT, ACT and AP assessments - well above state levels and approaches or exceed the national level of performance

- 103 National Merit Commended (Coppell High School 2020 Graduating Class)
- 35 National Merit Semi-Finalists (Coppell High School 2020 Graduating Class)
- 34 National Merit Finalists (Coppell High School 2020 Graduating Class)
- 12 National Hispanic Commended (Coppell High School 2020 Graduating Class)
- Participation and success in co-curricular and extra curricular activities
- Successful Athletic Programs and Opportunities Given

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 8:** There is a need to focus on equity, engagement and growth within face to face and remote learning due to the impact of COVID-19 and monitoring learner progress this year. **Root Cause:** COVID-19 and school closure during spring 2020 and impact on current school year

**Problem Statement 7:** There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

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

**Problem Statement 5:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

#### **Problem Statement 4:**

There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause:** Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning

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

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

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

# District Processes & Programs

## District Processes & Programs Summary

Due to the impact of COVID-19, the district created an utilized a task force in order to take next steps for the 2020-2021 school year. The committee met numerous times in order to lay out plans for any possible needs moving ahead for the year. Information was shared on the district website as well as through board meetings, Facebook Live events, emails and video connections for all stakeholders. A plan was submitted for approval to TEA in order to get approval for asynchronous instruction to occur along with face to face learning during the school year. The CISD Task Force will continue to meet throughout the school year in order to monitor progress, gather feedback and discuss any changes or modifications we may need to make as a district during the year for instruction or safety practices. It will be essential for us to maintain high levels of safety for face to face learning this year and safety procedures and plans have been put in place to help support these needs.

### Safety Updates:

- There are numerous steps that have been in place due to the impact of COVID-19. These steps and information for stakeholders can be found on our district Return to School area of the website. We will continue to update these pieces for any changes throughout the school year.
- There are several updates for this school year from Senate Bill 11. These include: Threat Assessment, Parental Involvement, Mental Health Support, Safety Planning and Security Personnel. Our district improvement plan includes several of these elements along with more updates will occur throughout the year in various district committees including DEIC, SHAC and the Safety and Security Design Team. There is also a note to ensure we include the following information about security personnel in the district improvement plan along with having it as a part of our CISD Student Code of Conduct.

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

### Overview CISD:

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

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

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

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

**Facilities** - A CISD Facilities committee met last year to discuss current needs and future needs for facilities in CISD. The work was impacted by COVID-19 and there will continue to be a focus moving ahead to review the work and discuss next steps.

**Budgeting** - The district continues to look for ways in which to support overall needs for the district while also closely monitoring expenses with the needs for staffing, resources, facilities and transportation. Our Chief Financial Officer works closely with her team to update the school board and community on the budget process as a whole.

## **District Processes & Programs Strengths**

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

- Digital Learning Opportunities and Device Supports for Learners and Staff

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

**Problem Statement 5:** There is a need to review, analyze and evaluate district expenses to support long range budgeting needs **Root Cause:** Lack of funding from the state and sustainability for future needs

**Problem Statement 4:** There is a need to strengthen our enrichment curriculum to include 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:** Lack of aligned resources and systemic structures for mental health and suicide prevention

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

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

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

# Perceptions

## Perceptions Summary

Due to the impact of COVID-19, we will be providing both face to face and remote, asynchronous learning during this school year. We realize that relationships and engagement are key in learning and we are doing our best to prepare for whatever uncertainty this year may hold. There are also many feelings or beliefs among our staff and families with how to best support learning this year and we are trying to ensure we provide the most equitable, aligned and accessible learning for all of our learners. We will need to continue building and strengthening relationships and provide support for social emotional needs, especially focusing on mental health. We will also need to continue our goals with cultural responsive teaching and ensure we have structural foundations within all of our district systems that focus on equity, equality and inclusivity for all.

### Overview of Strategic Design:

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

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

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

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

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

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

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

As we move into 2020-2021, we will continue our efforts with Redefining Success as well as have a strong focus on Engagement. There will also be a major focus on Relationships, as we know with the impact of COVID-19 that all staff, learners and families have experienced trauma in some fashion and we must work together even more so to ensure we are meeting all of our learners and staff social emotional needs. We will also continue to take next steps with our CISD Community-Based Accountability System in which we are using various types of data across the district to highlight strengths and areas of growth besides the traditional state accountability system currently in place.



## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 5:** There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause:** Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

**Problem Statement 4:** There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. **Root Cause:** The impact of COVID-19 on individuals and other life challenges

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

**Problem Statement 2:** 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

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

# Priority Problem Statements

**Problem Statement 1:** There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

**Root Cause 1:** Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

**Problem Statement 1 Areas:** Student Learning

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

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

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a need to create and maintain systems to support high levels of learning for all.

**Root Cause 3:** Barriers exist within the current system for learning for all

**Problem Statement 3 Areas:** District Processes & Programs

**Problem Statement 4:** There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners.

**Root Cause 4:** Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.

**Root Cause 5:** Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners.

**Root Cause 6:** Lack of multiple data sources across the district being used to show evidence of learner growth

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy.

**Root Cause 7:** Lack of focus in the district on the social emotional/well-being of learners

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement.

**Root Cause 8:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

**Problem Statement 8 Areas:** Student Learning

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

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

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

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

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

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

**Problem Statement 11:** There is a need to focus on the social emotional wellness of learners.

**Root Cause 11:** Greater focus on academic learning instead of focusing on the whole child

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district.

**Root Cause 12:** Continued need to focus on safety and inclusivity in our world and align our practices across the district

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** There is a need to identify and elevate additional measures of success for learners.

**Root Cause 13:** Lack of focus on the whole child and using multiple measures to show evidence of growth

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.

**Root Cause 14:** Barriers exist within our educational system due to lack of empathy/understanding

**Problem Statement 14 Areas:** Demographics

**Problem Statement 15:** There is a need to establish and maintain strong, positive relationships for all learners.

**Root Cause 15:** Barriers exist in which relationships have not been established and sustained with all learners

**Problem Statement 15 Areas:** Demographics

**Problem Statement 16:** There is a need to enhance communication and engagement for families.

**Root Cause 16:** Barriers exist within the current system with communication and engagement opportunities

**Problem Statement 16 Areas:** Demographics

**Problem Statement 17:** There is a need to focus on equity, engagement and growth within face to face and remote learning due to the impact of COVID-19 and monitoring learner progress this year.

**Root Cause 17:** COVID-19 and school closure during spring 2020 and impact on current school year

**Problem Statement 17 Areas:** Student Learning

**Problem Statement 18:** There is a need to strengthen our enrichment curriculum to include 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 18:** Lack of aligned resources and systemic structures for mental health and suicide prevention

**Problem Statement 18 Areas:** District Processes & Programs

**Problem Statement 19:** There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff.

**Root Cause 19:** The impact of COVID-19 on individuals and other life challenges

**Problem Statement 19 Areas:** Perceptions

**Problem Statement 20:** There is a need to identify and align district practices supporting equity, equality and inclusion.

**Root Cause 20:** Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

**Problem Statement 20 Areas:** Perceptions

**Problem Statement 21:** There is a need to review, analyze and evaluate district expenses to support long range budgeting needs

**Root Cause 21:** Lack of funding from the state and sustainability for future needs

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

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

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

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



# Goals

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

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

**Evaluation Data Sources:** STAAR data, Response to Intervention data -Multi-Tiered Systems of Support , district universal screener data, TELPAS data, Core Content Academies, House Bill 3 Reading Academies, Professional Learning opportunities, Certification of Educators

**Summative Evaluation:** None

<b>Strategy 1:</b> Training aligned to the nine weeks scope and sequence, high priority learning standards (HPLS) and curriculum documents will be provided.	
<b>Strategy's Expected Result/Impact:</b> - High quality Tier I instruction for learners - Awareness and utilization of the curriculum documents district-wide	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction and Curriculum Department	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Feb</b>
<b>Problem Statements:</b> Student Learning 1, 4 District Processes & Programs 1	<b>Apr</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 2:** Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies

<p><b>Strategy's Expected Result/Impact:</b> - High quality Tier I instruction for learners - Checklist of look fors highlighting specific instructional strategies in all content areas</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> Demographics 2 Student Learning 7 District Processes &amp; Programs 2</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>June</b>

**Strategy 3:** House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.

<p><b>Strategy's Expected Result/Impact:</b> -Strengthen literacy skills for elementary educators and align practices within instruction -Learner growth in literacy development and targeted growth tracked through state assessment and district assessments</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> Student Learning 2, 5 District Processes &amp; Programs 1</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>June</b>

**Strategy 4:** 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 in learning

-Learner growth in math development and targeted growth tracked through state assessment and district assessments

**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators

**Title I Schoolwide Elements:** None

**Problem Statements:**  
Student Learning 1, 2, 5

**Funding Sources:**  
None

**Formative**

**Nov**

**Feb**

**Apr**

**Summative**

**June**

**Strategy 5:** House Bill 3 implementation of career, college and military readiness goals supporting alignment and growth in certifications will occur.

**Strategy's Expected Result/Impact:** -Strengthen understanding of CCMR goals in education across the district

-Learner growth in certifications taken and achieved at the secondary level

-Aligned certifications offered with program of studies in CTE

**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators

**Title I Schoolwide Elements:** None

**Problem Statements:**  
Demographics 1  
Student Learning 3, 4, 5, 7  
Perceptions 3

**Funding Sources:**  
None

**Formative**

**Nov**

**Feb**

**Apr**

**Summative**

**June**

**Strategy 6:** Continue building on mentor training and structures of support for new educators, administrators and staff to CISD.

**Strategy's Expected Result/Impact:** -Growth in new educators, administrators and staff as fas as the understanding of CISD systems and structures and specific strategies to support their role  
 -Sustainability and support for campuses by providing aligned training for new educators, administrators and staff

**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction and Curriculum Department

**Title I Schoolwide Elements:** None

**Problem Statements:**  
 Student Learning 1, 7, 8  
 District Processes & Programs 2

**Funding Sources:**  
 None

**Formative**

**Nov**

**Feb**

**Apr**

**Summative**

**June**

No Progress

Accomplished

Continue/Modify

Discontinue

**Demographics**

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

**Problem Statement 3:** There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities

**Student Learning**

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

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

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

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

**Problem Statement 5:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

**Problem Statement 7:** There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

**Problem Statement 8:** There is a need to focus on equity, engagement and growth within face to face and remote learning due to the impact of COVID-19 and monitoring learner progress this year. **Root Cause:** COVID-19 and school closure during spring 2020 and impact on current school year

**District Processes & Programs**

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

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

### Perceptions

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

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

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes	
<p><b>Strategy's Expected Result/Impact:</b> - Development of data analysis protocol                      - Awareness, training and implementation of data analysis protocols                      - Growth in Professional Learning Communities -Collaborative Team Structures                      - Increased student achievement (academic, social emotional and behavioral)</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b>                      Student Learning 2, 4, 5, 6, 8                      District Processes &amp; Programs 1, 3                      Perceptions 1, 2, 3</p> <p><b>Funding Sources:</b>                      None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Schoology AMP training and implementation will continue for common formative assessments and data collection	
<p><b>Strategy's Expected Result/Impact:</b> - Alignment across the district of data tools being used throughout the year to find strengths and needs of learners                      -Increased knowledge of educators with data analysis and differentiation of instruction                      - Increased growth of learners in all content areas</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, and ESL Facilitators</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b>                      Student Learning 2, 4, 5, 7, 8                      District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b>                      None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 3: Provide training and support for implementation of Panorama - Student Success Platform**

<p><b>Strategy's Expected Result/Impact:</b> - Alignment across the district of data tools being used throughout the year to find strengths and needs of learners</p> <ul style="list-style-type: none"> <li>-Increased knowledge of educators with data analysis and differentiation of instruction</li> <li>-Ease on educators for viewing various pieces of data in one location</li> <li>- Increased monitoring of growth of learners in all content areas and social emotional skills</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, and ESL Facilitators</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
<p><b>Problem Statements:</b></p> <ul style="list-style-type: none"> <li>Demographics 3</li> <li>Student Learning 1, 2, 3, 5, 6, 8</li> <li>District Processes &amp; Programs 1</li> </ul> <hr/> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Demographics**

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

**Student Learning**

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

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

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

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

**Problem Statement 5:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

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

**Problem Statement 7:** There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

**Problem Statement 8:** There is a need to focus on equity, engagement and growth within face to face and remote learning due to the impact of COVID-19 and monitoring learner progress this year. **Root Cause:** COVID-19 and school closure during spring 2020 and impact on current school year

### District Processes & Programs

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

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

### Perceptions

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

**Problem Statement 2:** There is a need to increase and align processes and procedures resulting in safe, 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

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



**Performance Objective 3:** Various tools will be utilized to measure learner success and levels of engagement in learning.

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Identify and provide tools, resources and supports to support high levels of engagement for face to face and remote learning: Schoology, iPads/technologies, online resources, databases, applications	
<p><b>Strategy's Expected Result/Impact:</b> - Impact on overall learner growth and engagement                  - Stronger utilization of tools such as Schoology for learners and parents                  -Updated trainings for educators on using digital tools in learning                  -Tracking learner growth in Schoology and Power BI</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and instruction, Curriculum Department, Technology Department, Campus Administrators, Digital Learning Coaches, Instructional Coaches, ESL Facilitators, Librarians, Counselors and GTi Specialists</p> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b>                  Demographics 1                  Student Learning 1, 4, 5, 7                  District Processes &amp; Programs 1, 3</p> <p><b>Funding Sources:</b>                  None</p>	

**Strategy 2:** Continue implementing goals with Community Based Accountability through our Texas Public Accountability Consortium (TPAC) district team to identify strengths and areas of growth for the district as a whole

<p><b>Strategy's Expected Result/Impact:</b> -Online/printed pamphlet/handout highlighting specific data points besides STAAR and state based testing accountability -Focused areas of strengths highlighted as a district and areas of improvement</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction and TPAC district team</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
<p><b>Problem Statements:</b> Demographics 1 Student Learning 5 Perceptions 3</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Continue implementation and monitoring CISD Equity Plan and take next steps to support interventions and tracking of overall learner growth

<p><b>Strategy's Expected Result/Impact:</b> -Growth in group of economically disadvantaged learners -Stronger analysis of data and specific interventions to support learning -Alignment of resources and training provided to campuses to support learners</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction and Curriculum Team</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
<p><b>Problem Statements:</b> Demographics 1, 3 Student Learning 1, 2, 3, 4, 5, 7 Perceptions 1, 5</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

### Demographics

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

**Problem Statement 3:** There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities

### Student Learning

<b>Problem Statement 1:</b> There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
<b>Problem Statement 2:</b> There is a need to target specific reading, writing and math skills to focus on early intervention. <b>Root Cause:</b> Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs
<b>Problem Statement 3:</b> There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. <b>Root Cause:</b> Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
<b>Problem Statement 4:</b> There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. <b>Root Cause:</b> Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning
<b>Problem Statement 5:</b> There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. <b>Root Cause:</b> Lack of multiple data sources across the district being used to show evidence of learner growth
<b>Problem Statement 7:</b> There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. <b>Root Cause:</b> Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth
<b>District Processes &amp; Programs</b>
<b>Problem Statement 1:</b> There is a need to create and maintain systems to support high levels of learning for all. <b>Root Cause:</b> Barriers exist within the current system for learning for all
<b>Problem Statement 3:</b> There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. <b>Root Cause:</b> Lack of aligned resources and systemic structures for counseling needs
<b>Perceptions</b>
<b>Problem Statement 1:</b> There is a need to focus on the social emotional wellness of learners. <b>Root Cause:</b> Greater focus on academic learning instead of focusing on the whole child
<b>Problem Statement 3:</b> There is a need to identify and elevate additional measures of success for learners. <b>Root Cause:</b> Lack of focus on the whole child and using multiple measures to show evidence of growth
<b>Problem Statement 5:</b> There is a need to identify and align district practices supporting equity, equality and inclusion. <b>Root Cause:</b> Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

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

**Evaluation Data Sources:** STAAR, TELPAS data, Learning walks

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide resources and training to support educators to identify the proficiency levels of English Learners and plan appropriate classroom strategies	
<p><b>Strategy's Expected Result/Impact:</b> - Training for educators on specific classroom strategies to support English Learners</p> <ul style="list-style-type: none"> <li>- Resources for educators (including embedded items within curriculum documents for English Learners)</li> <li>- Increased utilization of appropriate classroom strategies for English learners</li> <li>- Increased student achievement and progress levels</li> <li>-Use of Success Ed for system of housing learner needs</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Director of ESL and Bilingual, Curriculum Department and ESL facilitators</p> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b></p> <ul style="list-style-type: none"> <li>Demographics 1</li> <li>Student Learning 1, 2, 3, 4, 5</li> <li>Perceptions 5</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	

**Strategy 2:** Provide resources and training to campus educators in supporting all learners through Professional Learning Communities (PLC's) and the Response to Intervention process (RTI) - Multi-Tiered Systems of Support -MTSS

**Strategy's Expected Result/Impact:** - Trainings developed and implemented  
 - Response to Intervention process clearly defined and supported with resources  
 -Implementation and training of Success Ed as an overarching system  
 - Increase academic achievement and growth for all learners

**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Intervention Services, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators

**Title I Schoolwide Elements:** None

**Problem Statements:**  
 Demographics 1, 2  
 Student Learning 2, 4, 5, 6, 8  
 Perceptions 2, 5

**Funding Sources:**  
 None

**Formative**

**Nov**

**Feb**

**Apr**

**Summative**

**June**

**Strategy 3:** Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social emotional needs

**Strategy's Expected Result/Impact:** - Trainings developed and implemented  
 - Response to Intervention process (MTSS - Multi-Tiered Systems of Support) clearly defined and supported with resources  
 - IEP's and Service Plans being designed to meet all of learner's needs  
 - Increase academic achievement and growth for all learners  
 - Data gathered from aligned resources (iStation, Dreambox, MAP, Schoology AMP, etc.)

**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Intervention Services, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, ESL Facilitators, and Special Education Coordinators

**Title I Schoolwide Elements:** None

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

**Funding Sources:**  
 None

**Formative**

**Nov**

**Feb**

**Apr**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**Demographics**

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

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

**Problem Statement 3:** There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities

**Student Learning**

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

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

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

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

of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning

**Problem Statement 5:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

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

**Problem Statement 7:** There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

**Problem Statement 8:** There is a need to focus on equity, engagement and growth within face to face and remote learning due to the impact of COVID-19 and monitoring learner progress this year. **Root Cause:** COVID-19 and school closure during spring 2020 and impact on current school year

### District Processes & Programs

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

### Perceptions

**Problem Statement 2:** 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

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

**Problem Statement 5:** There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause:** Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

**Performance Objective 5:** Due to the impact of COVID-19 and the Texas Education Agency directives, provide face to face and remote instruction opportunities for learning.

**Evaluation Data Sources:** Schoology Analytics, Power BI, attendance tracking in eSchool, Panorama Data in Student Success Platform, District Purchased Aligned Resources, Family and Learner Feedback

**Summative Evaluation:** None

<b>Strategy 1:</b> Create a plan for school board and Texas Education Agency approval for the CISD Asynchronous Instruction Model	
<p><b>Strategy's Expected Result/Impact:</b> -Learning supports for face to face and remote instruction -Communication plan for sharing information to all stakeholders -Equity and alignment within instructional models -Learner growth</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department, and Campus Administrators</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
<p><b>Problem Statements:</b> Demographics 1, 3 Student Learning 1, 4, 5, 7, 8 District Processes &amp; Programs 2, 3 Perceptions 2</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>



**Strategy 2:** Create a system for tracking learner growth and engagement levels during remote, asynchronous instruction.

**Strategy's Expected Result/Impact:** -Learning supports for remote instruction

- Attendance Tracking for engagement levels
- Communication to families
- Equity and alignment within instructional models
- Learner growth

**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Intervention Services, Campus Administrators, Campus Educators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators

**Title I Schoolwide Elements:** None

**Problem Statements:**

- Demographics 1, 3
- Student Learning 2, 4, 5, 7, 8
- District Processes & Programs 1, 3
- Perceptions 1, 5

**Funding Sources:**

None

**Formative**

**Nov**

**Feb**

**Apr**

**Summative**

**June**

**Strategy 3:** Create systems and supports for providing specialized learner supports (Special Education, 504, Dyslexia, English Learners, and Gifted and Talented) and documentation tracking for remote, asynchronous instruction.

<p><b>Strategy's Expected Result/Impact:</b> -Learning supports for remote instruction          -Attendance Tracking for engagement levels          -Communication to families          -Equity and alignment within instructional models          -Learner growth</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Intervention Services, Campus Administrators, Campus Educators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
<p><b>Problem Statements:</b>          Demographics 1, 3          Student Learning 2, 4, 5, 6, 7, 8          District Processes &amp; Programs 1, 2, 3, 4          Perceptions 1, 5</p> <hr/> <p><b>Funding Sources:</b>          None</p>	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Create systems and supports for campuses to cluster learners and balance class loads for educators with face to face and remote, asynchronous instruction.


<p><b>Strategy's Expected Result/Impact:</b> - Alignment of schedules across campuses          -Collaborative team time for planning and data analysis          -Aligned professional learning and just in time learning opportunities          -Monitoring tools and data support - Schoology, Power BI, Panorama Student Success Platform</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Intervention Services, Campus Administrators, Campus Educators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
<p><b>Problem Statements:</b>          Demographics 1, 2          Student Learning 1, 4, 5, 7, 8          District Processes &amp; Programs 2          Perceptions 1</p> <hr/> <p><b>Funding Sources:</b>          None</p>	<b>June</b>

**Strategy 5:** Follow guidance from Centers for Disease Control and Prevention, Texas Education Agency, state and local guidance and the CISD Task Force to ensure safety practices are in place for face to face instruction.

<p><b>Strategy's Expected Result/Impact:</b> -Procedures and processes in place for impact of COVID-19          -Safe learning environments for CISD learners and staff          -Safety guidance to support staff, learners and families</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Executive Leadership Team, CISD Cabinet, CISD Task Force, and Campus Administrators</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
<p><b>Problem Statements:</b>          Demographics 1          Student Learning 4, 8          District Processes &amp; Programs 1, 2          Perceptions 2, 4</p> <hr/> <p><b>Funding Sources:</b>          None</p>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Demographics**

<b>Problem Statement 1:</b> There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. <b>Root Cause:</b> Barriers exist within our educational system due to lack of empathy/understanding
<b>Problem Statement 2:</b> There is a need to establish and maintain strong, positive relationships for all learners. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained with all learners
<b>Problem Statement 3:</b> There is a need to enhance communication and engagement for families. <b>Root Cause:</b> Barriers exist within the current system with communication and engagement opportunities
<b>Student Learning</b>
<b>Problem Statement 1:</b> There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
<b>Problem Statement 2:</b> There is a need to target specific reading, writing and math skills to focus on early intervention. <b>Root Cause:</b> Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs
<b>Problem Statement 4:</b> There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. <b>Root Cause:</b> Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning
<b>Problem Statement 5:</b> There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. <b>Root Cause:</b> Lack of multiple data sources across the district being used to show evidence of learner growth
<b>Problem Statement 6:</b> There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. <b>Root Cause:</b> Lack of focus in the district on the social emotional/well-being of learners
<b>Problem Statement 7:</b> There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. <b>Root Cause:</b> Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth
<b>Problem Statement 8:</b> There is a need to focus on equity, engagement and growth within face to face and remote learning due to the impact of COVID-19 and monitoring learner progress this year. <b>Root Cause:</b> COVID-19 and school closure during spring 2020 and impact on current school year
<b>District Processes &amp; Programs</b>
<b>Problem Statement 1:</b> There is a need to create and maintain systems to support high levels of learning for all. <b>Root Cause:</b> Barriers exist within the current system for learning for all
<b>Problem Statement 2:</b> There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. <b>Root Cause:</b> Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning
<b>Problem Statement 3:</b> There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. <b>Root Cause:</b> Lack of aligned resources and systemic structures for counseling needs
<b>Problem Statement 4:</b> There is a need to strengthen our enrichment curriculum to include 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. <b>Root Cause:</b> Lack of aligned resources and systemic structures for mental health and suicide prevention
<b>Perceptions</b>
<b>Problem Statement 1:</b> There is a need to focus on the social emotional wellness of learners. <b>Root Cause:</b> Greater focus on academic learning instead of focusing on the whole child
<b>Problem Statement 2:</b> There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. <b>Root Cause:</b> Continued need to focus on safety and inclusivity in our world and align our practices across the district
<b>Problem Statement 4:</b> There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. <b>Root Cause:</b> The impact of COVID-19 on individuals and other life challenges
<b>Problem Statement 5:</b> There is a need to identify and align district practices supporting equity, equality and inclusion. <b>Root Cause:</b> Lack of systemic knowledge and



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

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

**Evaluation Data Sources:** Curriculum documents, Panorama Survey data, Data gathered from families and learners on 6-12 course/certification interest, Data gathered on 6-12 course requests and analyzed for specific areas of learning, Training documentation


**Summative Evaluation:** None


<b>Strategy 1:</b> Provide training and resources to educators enhancing curriculum connections to real world application in learning	
<p><b>Strategy's Expected Result/Impact:</b> - Provide training that highlights real world application in lesson design</p> <ul style="list-style-type: none"> <li>- Increase use of business partners and resident experts to support curriculum connections</li> <li>- Increase learner awareness of career, college and life readiness opportunities</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Executive Director of Communications and Community Engagement</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
<p><b>Problem Statements:</b></p> <ul style="list-style-type: none"> <li>Demographics 1, 2, 3</li> <li>Student Learning 3, 4, 5, 7</li> <li>Perceptions 3</li> </ul> <hr/> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	<b>June</b>

**Strategy 2:** Provide training to educators promoting innovation and creativity in lesson design (hands-on, digital tools, variety of assessment)

<p><b>Strategy's Expected Result/Impact:</b> -Growth in learner engagement levels          -Ensuring opportunities whether face to face/ remote learning          -Building stronger relationships with staff across the district          -Building stronger relationships with learners          -Increasing ways for learners to show success in learning          -Usage of Bulb Digital Portfolios Educators</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and instruction, Curriculum Department, Technology Department, Campus Administrators, Digital Learning Coaches, Instructional Coaches, ESL Facilitators, Librarians, Counselors and GTi Specialists</p> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
<p><b>Problem Statements:</b>          Demographics 3          Student Learning 3, 6, 7, 8          District Processes &amp; Programs 2          Perceptions 3</p> <p><b>Funding Sources:</b>          None</p>	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Demographics

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

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

**Problem Statement 3:** There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities

### Student Learning

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

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

**Problem Statement 5:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

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

**Problem Statement 7:** There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

**Problem Statement 8:** There is a need to focus on equity, engagement and growth within face to face and remote learning due to the impact of COVID-19 and monitoring learner progress this year. **Root Cause:** COVID-19 and school closure during spring 2020 and impact on current school year

### **District Processes & Programs**

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

### **Perceptions**

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



**Performance Objective 2:** All Pre-K through 12th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social emotional learning and interest/passions. (i.e. service learning, digital portfolios, presentations, goal setting tools, etc.)

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning	
<p><b>Strategy's Expected Result/Impact:</b> - Learner digital portfolios -Educator digital portfolios - Digital Portfolio continued training and implementation</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, and Digital Learning Coaches</p>	<b>Formative</b>
	<p><b>Nov</b></p> <p><b>Feb</b></p> <p><b>Apr</b></p>
<p><b>Title I Schoolwide Elements:</b> None</p>	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> Demographics 1, 3 Student Learning 3, 5, 6, 7, 8 District Processes &amp; Programs 2 Perceptions 3</p>	
<p><b>Funding Sources:</b> None</p>	

**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.

<p><b>Strategy's Expected Result/Impact:</b> - Performance Tasks for math and science - Rubrics for academic and social-emotional growth - Goal setting forms/reflections</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
<p><b>Problem Statements:</b> Demographics 3 Student Learning 5, 6, 7 District Processes &amp; Programs 1 Perceptions 1, 3</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

### Demographics

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

**Problem Statement 3:** There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities

### Student Learning

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

**Problem Statement 5:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

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

**Problem Statement 7:** There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

**Problem Statement 8:** There is a need to focus on equity, engagement and growth within face to face and remote learning due to the impact of COVID-19 and monitoring learner progress this year. **Root Cause:** COVID-19 and school closure during spring 2020 and impact on current school year

### District Processes & Programs

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

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

### Perceptions

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

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

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

**Performance Objective 1:** CISD will continue to review and revise all content curriculum documents and provide needed support/resources to ensure equitable access of the curriculum and social emotional support structures.

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Revise and create curriculum documents as well as purchase any needed resources to include supports for social/emotional learning	
<p><b>Strategy's Expected Result/Impact:</b> - Utilization of social-emotional curriculum supports within lesson design</p> <ul style="list-style-type: none"> <li>- Learner growth as indicated through survey/learner goals</li> <li>- Elementary and Secondary Resources</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department, District Crisis Counselors, Coordinator of Behavior Services and Coordinator of School Safety, Campus Counselors</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
<p><b>Problem Statements:</b></p> <ul style="list-style-type: none"> <li>Demographics 2, 3</li> <li>Student Learning 1, 4, 6</li> <li>District Processes &amp; Programs 3, 4</li> <li>Perceptions 1, 4, 5</li> </ul> <hr/> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	<b>June</b>

**Strategy 2:** Create an aligned comprehensive counseling curriculum that includes supports for elementary and secondary campuses

**Strategy's Expected Result/Impact:** - Utilization of social-emotional curriculum supports within lesson design

- Learner growth as indicated through survey/learner goals
- Educator training on embedded supports

**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, District Crisis Counselors, Coordinator of Behavior Services and Coordinator of School Safety, Campus Counselors

**Title I Schoolwide Elements:** None

**Problem Statements:**

- Demographics 2, 3
- Student Learning 6
- District Processes & Programs 3, 4
- Perceptions 1

**Funding Sources:**

None

**Formative**

**Nov**

**Feb**

**Apr**

**Summative**

**June**

**Strategy 3:** Update health curriculum enrichment supports and provide training for mental health (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)

**Strategy's Expected Result/Impact:** - Updates per Senate Bill 11

- Utilization of health curriculum supports for mental health within lesson design
- Learner growth as indicated through survey/learner goals
- Educator training on embedded supports
- Partnership with SHAC district committee in developing supports

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

**Title I Schoolwide Elements:** None

**Problem Statements:**

- Demographics 1, 3
- Student Learning 5, 6
- District Processes & Programs 3, 4
- Perceptions 1, 2, 4

**Funding Sources:**

None

**Formative**

**Nov**

**Feb**

**Apr**

**Summative**

**June**

**Strategy 4:** Aligned implementation of social emotional support structures: class meetings, check-ins and restorative practices

<p><b>Strategy's Expected Result/Impact:</b> - Utilization of class meetings, check-ins and restorative practices within learning</p> <ul style="list-style-type: none"> <li>- Learner growth as indicated through survey/learner goals</li> <li>- Educator training on embedded supports</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department, District Crisis Counselors, Coordinator of Behavior Services and Coordinator of School Safety, Campus Counselors</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
<p><b>Problem Statements:</b></p> <ul style="list-style-type: none"> <li>Demographics 2, 3</li> <li>Student Learning 6</li> <li>District Processes &amp; Programs 2, 3, 4</li> <li>Perceptions 1, 2, 4</li> </ul> <hr/> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	<b>Summative</b>
	<b>June</b>

**Strategy 5:** Continue providing training and supports for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying

<p><b>Strategy's Expected Result/Impact:</b> - Implementation and documentation of access and usage of resources</p> <ul style="list-style-type: none"> <li>- Increase appropriate use of digital resources</li> <li>- Apple classroom and tools to support academic integrity</li> <li>- Learner feedback and educator feedback</li> <li>- Fewer discipline referrals in this focus area</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, District Crisis Counselors, Coordinator of Behavior Services, Coordinator of School Safety, Campus Counselors</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
<p><b>Problem Statements:</b></p> <ul style="list-style-type: none"> <li>Demographics 3</li> <li>Student Learning 6, 7</li> <li>District Processes &amp; Programs 3</li> <li>Perceptions 1</li> </ul> <hr/> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Demographics**

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

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

**Problem Statement 3:** There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities

### Student Learning

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

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

**Problem Statement 5:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

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

**Problem Statement 7:** There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

### District Processes & Programs

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

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

**Problem Statement 4:** There is a need to strengthen our enrichment curriculum to include 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:** Lack of aligned resources and systemic structures for mental health and suicide prevention

### Perceptions

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

**Problem Statement 2:** There is a need to increase and align processes and procedures resulting in safe, 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

**Problem Statement 4:** There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. **Root Cause:** The impact of COVID-19 on individuals and other life challenges

**Problem Statement 5:** There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause:** Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

**Performance Objective 2:** CISD will continue to provide clarity and understanding of the importance of equity, equality and inclusion for all.

**Evaluation Data Sources:** Unconscious Bias - Trainer of Trainer model resources and attendees, Curriculum embedded resources, Equity Policy, Discipline Data, Rubric

**Summative Evaluation:** None

<b>Strategy 1:</b> Continue offering trainings such as Unconscious Bias and culturally responsive teaching to CISD staff	
<p><b>Strategy's Expected Result/Impact:</b> - Implement trainings across the district</p> <ul style="list-style-type: none"> <li>- Analyze training impact through reflection tools</li> <li>- Increase awareness of unconscious biases</li> <li>- Feedback from learners and families through Panorama survey</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Team, Campus Administrators</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Formative</b></p> <p><b>Nov</b></p> <p><b>Feb</b></p> <p><b>Apr</b></p>
	<p><b>Summative</b></p> <p><b>June</b></p>
<p><b>Problem Statements:</b></p> <p>Demographics 2, 3</p> <p>District Processes &amp; Programs 1, 2</p> <p>Perceptions 2, 5</p> <hr/> <p><b>Funding Sources:</b></p> <p>None</p>	
<b>Strategy 2:</b> Research, create and implement a CISD Equity Policy aligning district core values and ensuring equity for all stakeholders	
<p><b>Strategy's Expected Result/Impact:</b> - Equity Plan established, shared and implemented</p> <ul style="list-style-type: none"> <li>- Increased awareness and supports for all learners, staff and families</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Executive Director of Communications and Community Engagement</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Formative</b></p> <p><b>Nov</b></p> <p><b>Feb</b></p> <p><b>Apr</b></p>
	<p><b>Summative</b></p> <p><b>June</b></p>
<p><b>Problem Statements:</b></p> <p>Demographics 3</p> <p>District Processes &amp; Programs 1</p> <p>Perceptions 2, 5</p> <hr/> <p><b>Funding Sources:</b></p> <p>None</p>	



**Strategy 3: Review and analyze discipline data in order to look at equitable practices and interventions/supports**

<p><b>Strategy's Expected Result/Impact:</b> - Increase awareness and action plans in order to support all learners with behavior needs</p> <ul style="list-style-type: none"> <li>- Team approach when looking at behavior data and specific intervention plans for learners</li> <li>- Learner growth in behavioral needs</li> <li>- CISD Discipline Matrix being utilized</li> <li>-Online Truancy course required for learners</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Curriculum Department, Director of Student and Staff Services, District Crisis Counselors, Coordinator of Behavior Services and Coordinator of School Safety</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
<p><b>Problem Statements:</b></p> <p>Demographics 3</p> <p>Student Learning 1, 6</p> <p>District Processes &amp; Programs 3, 4</p> <p>Perceptions 2, 4, 5</p> <hr/> <p><b>Funding Sources:</b></p> <p>None</p>	<b>Summative</b>
	<b>June</b>

**Strategy 4: Develop and implement a rubric for analyzing curriculum resources the lens of equity, equality and inclusivity for all**

<p><b>Strategy's Expected Result/Impact:</b> - Rubric development for district/campus usage</p> <ul style="list-style-type: none"> <li>- Purchasing of any needs for curriculum to align with these practices</li> <li>- Aligning our practices and educator knowledge</li> <li>- Feeling a sense of belonging from learners and staff in CISD</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Executive Director of Communications and Community Engagement, Curriculum Department and Campus Administrators</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
<p><b>Problem Statements:</b></p> <p>Demographics 2, 3</p> <p>Student Learning 4</p> <p>Perceptions 1, 5</p> <hr/> <p><b>Funding Sources:</b></p> <p>None</p>	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Demographics**

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

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

### Student Learning

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

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

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

### District Processes & Programs

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

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

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

**Problem Statement 4:** There is a need to strengthen our enrichment curriculum to include 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:** Lack of aligned resources and systemic structures for mental health and suicide prevention

### Perceptions

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

**Problem Statement 2:** There is a need to increase and align processes and procedures resulting in safe, 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

**Problem Statement 4:** There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. **Root Cause:** The impact of COVID-19 on individuals and other life challenges

**Problem Statement 5:** There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause:** Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

**Performance Objective 3:** CISD will provide structures and/or strategies to support social emotional needs.

**Evaluation Data Sources:** Response to Intervention- MTSS - Multi-Tiered Support Systems for behavioral resources, Social-emotional curriculum PK-12, Action plans from Advisory committee and SHAC, Threat Assessment Data, Panorama survey data

**Summative Evaluation:** None

<b>Strategy 1:</b> Investigate, create and implement resources. training and support to meet a wide variety of behavioral needs	
<p><b>Strategy's Expected Result/Impact:</b> - Classroom Management Framework Training</p> <ul style="list-style-type: none"> <li>- Positive Behavioral Interventions and Supports (PBIS)</li> <li>- Provide opportunities for training of Restorative Practices</li> <li>- Repository of resources to support a variety of behavioral needs</li> <li>- Increase in learner positive behavior</li> <li>- Support through collaboration of learner needs for wellbeing, consulting on discipline matters, homeless needs, and linking social services to CISD</li> <li>- Counseling department will partner with the athletic coordinators and athletic coaches to bridge communication and support for students</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department, District Crisis Counselors, Coordinator of Behavior Services, Behavior Specialists, Coordinator of School Safety, Campus Counselors, Director of Student and Staff Services, Athletic Director and Coaches</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Formative</b></p> <p><b>Nov</b></p> <p><b>Feb</b></p> <p><b>Apr</b></p> <hr/> <p><b>Summative</b></p> <p><b>June</b></p>
<p><b>Problem Statements:</b></p> <ul style="list-style-type: none"> <li>Demographics 3</li> <li>Student Learning 1, 5, 6</li> <li>District Processes &amp; Programs 3, 4</li> <li>Perceptions 1</li> </ul> <hr/> <p><b>Funding Sources:</b></p> <p>None</p>	

**Strategy 2:** Training implemented by staff on trauma-informed care and counseling options for learners affected by trauma or grief

<p><b>Strategy's Expected Result/Impact:</b> - Training per Senate Bill 11</p> <ul style="list-style-type: none"> <li>- Completion of training</li> <li>- Supports in place for families and learners</li> <li>- Inventory of resources</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Campus Administrators, District Crisis Counselors, Coordinator of Behavior Services, Behavior Specialists, Coordinator of School Safety, Campus Counselors</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
<p><b>Problem Statements:</b></p> <p>Demographics 1, 3 District Processes &amp; Programs 2, 3, 4 Perceptions 4</p> <hr/> <p><b>Funding Sources:</b></p> <p>None</p>	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Utilize Panorama tools including: Social emotional learning data, Playbook strategies and Student Success Platform to support social emotional needs

<p><b>Strategy's Expected Result/Impact:</b> - Staff growth in analyzing and intervening for learner social emotional needs</p> <ul style="list-style-type: none"> <li>- Aligned systems for reviewing data and growth</li> <li>- Learner growth in social emotional needs and strategies to support future needs</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Campus Administrators, District Crisis Counselors, Coordinator of Behavior Services, Behavior Specialists, Coordinator of School Safety, Campus Counselors</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
<p><b>Problem Statements:</b></p> <p>Demographics 3 Student Learning 1, 5, 6, 7, 8 District Processes &amp; Programs 4 Perceptions 1, 2, 4</p> <hr/> <p><b>Funding Sources:</b></p> <p>None</p>	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Updated district threat assessment tool will be aligned and training will be provided to staff

<p><b>Strategy's Expected Result/Impact:</b> - Updates per Senate Bill 11</p> <ul style="list-style-type: none"> <li>- Threat assessment updated by crisis counselors</li> <li>- Training provided to campus administrators, campus counselors and campus educators</li> <li>- Campus teams in place to support learners</li> <li>- Learner interventions and growth for social emotional/mental health needs</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Campus Administrators, District Crisis Counselors, Coordinator of Behavior Services, Behavior Specialists, Coordinator of School Safety, Campus Counselors</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b></p> <ul style="list-style-type: none"> <li>Demographics 3</li> <li>Student Learning 6</li> <li>District Processes &amp; Programs 3, 4</li> <li>Perceptions 1, 2, 4</li> </ul> <hr/> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	

**Strategy 5:** Continue social emotional learning/well-being training for staff and host Parent University for social emotional learning

<p><b>Strategy's Expected Result/Impact:</b> - Staff interventions and growth for social emotional/mental health needs</p> <ul style="list-style-type: none"> <li>- Staff understanding of how to support learners' social emotional/mental health needs</li> <li>- Families understanding of how to support child/children's social emotional/mental health needs and what resources are available either in the district or community resources</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Communications Team, Campus Administrators, District Crisis Counselors, Coordinator of Behavior Services, Behavior Specialists, Coordinator of School Safety, Campus Counselors</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b></p> <ul style="list-style-type: none"> <li>Demographics 1, 3</li> <li>Student Learning 1, 6</li> <li>District Processes &amp; Programs 2, 3, 4</li> <li>Perceptions 1, 2, 3, 4, 5</li> </ul> <hr/> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

## Demographics

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

**Problem Statement 3:** There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities

## Student Learning

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

**Problem Statement 5:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

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

**Problem Statement 7:** There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

**Problem Statement 8:** There is a need to focus on equity, engagement and growth within face to face and remote learning due to the impact of COVID-19 and monitoring learner progress this year. **Root Cause:** COVID-19 and school closure during spring 2020 and impact on current school year

## District Processes & Programs

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

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

**Problem Statement 4:** There is a need to strengthen our enrichment curriculum to include 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:** Lack of aligned resources and systemic structures for mental health and suicide prevention

## Perceptions

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

**Problem Statement 2:** There is a need to increase and align processes and procedures resulting in safe, 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

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

**Problem Statement 4:** There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. **Root Cause:** The impact of COVID-19 on individuals and other life challenges

**Problem Statement 5:** There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause:** Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

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

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

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Continue embedding Professional Learning Community (PLC) structures throughout the district including within professional learning opportunities	
<p><b>Strategy's Expected Result/Impact:</b> - Evidence of PLC structures in professional learning            - Increase use of data to support evidence-based decisions for professional learning            -Department meetings, campus meetings, campus intervention/enrichment times            - Support for new educators to the district with mentoring and building blocks for PLC</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
<p><b>Problem Statements:</b>            Demographics 2, 3            Student Learning 1, 2, 4, 5, 8            District Processes &amp; Programs 1            Perceptions 1, 2, 3</p> <hr/> <p><b>Funding Sources:</b>            None</p>	<b>Summative</b>
	<b>June</b>

**Strategy 2:** Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning

**Strategy's Expected Result/Impact:** - Create repository of trainings within Schoology

- Actualize the advanced knowledge and professional practices of educators
- Streamline training and gathering of information from various stakeholders

**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Chief Financial Officer, Chief Operations Officer, Director of Professional Learning

**Title I Schoolwide Elements:** None

**Problem Statements:**

- Demographics 2
- District Processes & Programs 1, 2
- Perceptions 2, 4, 5

**Funding Sources:**

None

**Formative**

**Nov**

**Feb**

**Apr**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**Demographics**

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

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

**Student Learning**

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

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

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

**Problem Statement 5:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

**Problem Statement 8:** There is a need to focus on equity, engagement and growth within face to face and remote learning due to the impact of COVID-19 and monitoring learner progress this year. **Root Cause:** COVID-19 and school closure during spring 2020 and impact on current school year

**District Processes & Programs**

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

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



## Perceptions

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

**Problem Statement 2:** There is a need to increase and align processes and procedures resulting in safe, 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

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

**Problem Statement 4:** There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. **Root Cause:** The impact of COVID-19 on individuals and other life challenges




**Problem Statement 5:** There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause:** Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

**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:** Utilization of aligned resources purchased by the district, District/Campus common formative assessments, Online district pamphlet created with quantitative/qualitative data

**Summative Evaluation:** None

<b>Strategy 1:</b> Continue researching, developing and implementing a CISD Community Based Accountability System	
<p><b>Strategy's Expected Result/Impact:</b> - Online district pamphlet created with quantitative and qualitative data                  - TPAC (Texas Performance Assessment Consortium) participation                  - Update and evaluate Learner, Educator Profile and Leadership Profile                  - Showcase learner growth of the whole child</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Director of Data Systems and Program Analysis, District TPAC Core Team</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b>                  Demographics 1                  Student Learning 5                  District Processes &amp; Programs 1                  Perceptions 1, 3</p> <p><b>Funding Sources:</b>                  None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
	<b>June</b>

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Demographics**

**Problem Statement 3:** There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities

**Student Learning**

**Problem Statement 5:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

**District Processes & Programs**

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

**Perceptions**

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





child

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

**Performance Objective 3:** CISD will continue to leverage a variety of communication tools to increase clarity and consistency of district information for stakeholders.

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





**Summative Evaluation:** None

<b>Strategy 1:</b> Using data and journey mapping, we will develop an exceptional user experience for families as they interact with CISD	
<p><b>Strategy's Expected Result/Impact:</b> -Streamline communication within the district - Increase stakeholder understanding of district processes, events and procedural systems</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administrative Services, Multimedia and Communication Specialist , Director of Community Engagement, Director of Communications, Webmaster Specialist, and Communications Specialist</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> Demographics 1, 3 District Processes &amp; Programs 1 Perceptions 2</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	
<b>Demographics</b>	
<b>Problem Statement 2:</b> There is a need to establish and maintain strong, positive relationships for all learners. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained with all learners	
<b>Problem Statement 3:</b> There is a need to enhance communication and engagement for families. <b>Root Cause:</b> Barriers exist within the current system with communication and engagement opportunities	
<b>District Processes &amp; Programs</b>	
<b>Problem Statement 1:</b> There is a need to create and maintain systems to support high levels of learning for all. <b>Root Cause:</b> Barriers exist within the current system for learning for all	
<b>Perceptions</b>	
<b>Problem Statement 2:</b> There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. <b>Root Cause:</b> Continued need to focus on safety and inclusivity in our world and align our practices across the district	

**Performance Objective 4:** CISD will continue to analyze, research and investigate current and future budgeting needs for facilities, resources, and staffing.

**Evaluation Data Sources:** Facility committee agendas and meeting notes, Feedback from facilities committee, Feedback from staff on resources, Enrollment for campuses and staffing needs

**Summative Evaluation:** None

<b>Strategy 1:</b> Continue the work from the CISD Facilities Committee to discuss next steps with facility needs	
<p><b>Strategy's Expected Result/Impact:</b> - Prioritized list of facility needs for the district                      - Action steps within the long range plan for possible future budgeting needs with facilities                      - Reviewing critical safety of all buildings as well as accessibility features for individuals</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Executive Leadership Team, CISD Cabinet</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Formative</b></p> <p>Nov</p> <p>Feb</p> <p>Apr</p>
	<p><b>Summative</b></p> <p>June</p>
	<p><b>Problem Statements:</b>                      Student Learning 4, 5, 7                      District Processes &amp; Programs 1, 2, 5                      Perceptions 2</p>
	<p><b>Funding Sources:</b>                      None</p>
<b>Strategy 2:</b> Explore and evaluate ways to support long-range budgeting needs for the district	
<p><b>Strategy's Expected Result/Impact:</b> - Partnering with district departments and campuses to improve campus/department purchasing processes where applicable with resources                      - Reviewing current budgetary needs, possible future needs and sustainability plans</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Executive Leadership Team, CISD Cabinet, Campus Administrators</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Formative</b></p> <p>Nov</p> <p>Feb</p> <p>Apr</p>
	<p><b>Summative</b></p> <p>June</p>
	<p><b>Problem Statements:</b>                      District Processes &amp; Programs 1, 5                      Perceptions 2, 3</p>
	<p><b>Funding Sources:</b>                      None</p>
<p>  No Progress                              Accomplished                              Continue/Modify                              Discontinue                         </p>	

**Student Learning**

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

of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning

**Problem Statement 5:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

**Problem Statement 7:** There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

### District Processes & Programs

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

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

**Problem Statement 5:** There is a need to review, analyze and evaluate district expenses to support long range budgeting needs **Root Cause:** Lack of funding from the state and sustainability for future needs

### Perceptions

**Problem Statement 2:** 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

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


**Performance Objective 5:** CISD will implement a system in which to streamline the inventories of resources purchased with the district Instructional Materials Allotment funds, Federal funds, and District and Campus State Local Funds.


**Evaluation Data Sources:** Inventories created for District and Campuses

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement TIP Web inventory system to ensure we are keeping track and utilizing all purchases concerning resources used for curriculum, instruction and assessment (textbooks, online resources, district and campus purchases - both local and federal)	
<p><b>Strategy's Expected Result/Impact:</b> -Stronger alignment and accountability of resources/supplies district-wide -Stronger alignment with purchasing for Instructional Materials Allotment, Local Funds and Federal Funds</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Business Department and Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4, 5, 7, 8 District Processes &amp; Programs 1, 3, 4, 5 Perceptions 2</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>Apr</b>
	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Student Learning

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

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

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

**Problem Statement 5:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

**Problem Statement 7:** There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

**Problem Statement 8:** There is a need to focus on equity, engagement and growth within face to face and remote learning due to the impact of COVID-19 and monitoring learner progress this year. **Root Cause:** COVID-19 and school closure during spring 2020 and impact on current school year

### District Processes & Programs

<b>Problem Statement 1:</b> There is a need to create and maintain systems to support high levels of learning for all. <b>Root Cause:</b> Barriers exist within the current system for learning for all
<b>Problem Statement 3:</b> There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. <b>Root Cause:</b> Lack of aligned resources and systemic structures for counseling needs
<b>Problem Statement 4:</b> There is a need to strengthen our enrichment curriculum to include 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. <b>Root Cause:</b> Lack of aligned resources and systemic structures for mental health and suicide prevention
<b>Problem Statement 5:</b> There is a need to review, analyze and evaluate district expenses to support long range budgeting needs <b>Root Cause:</b> Lack of funding from the state and sustainability for future needs

**Perceptions**

<b>Problem Statement 2:</b> There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. <b>Root Cause:</b> Continued need to focus on safety and inclusivity in our world and align our practices across the district
---



**Performance Objective 6:** Continue the CISD Strategic Design Advocacy work surrounding the district core values


**Evaluation Data Sources:** Evidence of Core Values highlighted in a variety of ways (District/Campuses)

**Summative Evaluation:** None

<b>Strategy 1:</b> Continue centering district work around the Core Values - Great Teaching, Redefining Success, Relationships & Engagement - and refine the filter used to measure progress in these areas	
<p><b>Strategy's Expected Result/Impact:</b> - Relationships with all stakeholders - evident in data surveys and feedback</p> <ul style="list-style-type: none"> <li>- Redefining Success - opportunities for learners</li> <li>- Great Teaching documented through lesson design and learning</li> <li>- Collective Engagement - Data from communications team, campuses, engagement levels in learning</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Executive Leadership Team, CISD Cabinet, Campus Administrators</p>	<p><b>Formative</b></p> <p><b>Nov</b></p> <p><b>Feb</b></p> <p><b>Apr</b></p>
	<p><b>Summative</b></p> <p><b>June</b></p>
<p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Problem Statements:</b></p> <p>Demographics 1, 3</p> <p>Student Learning 3, 4, 5, 8</p> <p>District Processes &amp; Programs 1, 5</p> <p>Perceptions 2, 3, 5</p> <p><b>Funding Sources:</b></p> <p>None</p>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Demographics**

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

**Problem Statement 3:** There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities

**Student Learning**

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

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

**Problem Statement 5:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

**Problem Statement 8:** There is a need to focus on equity, engagement and growth within face to face and remote learning due to the impact of COVID-19 and monitoring learner progress this year. **Root Cause:** COVID-19 and school closure during spring 2020 and impact on current school year

### District Processes & Programs

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

**Problem Statement 5:** There is a need to review, analyze and evaluate district expenses to support long range budgeting needs **Root Cause:** Lack of funding from the state and sustainability for future needs

### Perceptions

**Problem Statement 2:** 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

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

**Problem Statement 5:** There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause:** Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

**Performance Objective 7:** Improve the CISD hiring process to allow for more efficiency and tracking capabilities.

**Evaluation Data Sources:** - Implementation of electronic workflow using Laserfiche  
 - Training for human resources staff on new processes

**Summative Evaluation:** None

**Strategy 1:** Create electronic workflows within human resources and convert paper forms to digital forms which can be easily tracked in the system

<p><b>Strategy's Expected Result/Impact:</b> - Greater tracking capability for internal documents within Human Resources</p> <ul style="list-style-type: none"> <li>- Reduction of paper and storage needs</li> <li>- Stronger backup system in case of natural disaster or storage issues</li> <li>- Strengthening system of housing confidential information</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services, Executive Director of Human Resources and Human Resources Department</p> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	Nov
	Feb
	Apr
<p><b>Problem Statements:</b>                  District Processes &amp; Programs 1, 2, 5                  Perceptions 2</p> <p><b>Funding Sources:</b>                  None</p>	<b>Summative</b>
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**District Processes & Programs**

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

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

**Problem Statement 5:** There is a need to review, analyze and evaluate district expenses to support long range budgeting needs **Root Cause:** Lack of funding from the state and sustainability for future needs

**Perceptions**

**Problem Statement 2:** 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

**Performance Objective 8:** Expand use of digital tools to support systems within the district

**Evaluation Data Sources:** - Implementation and feedback on Laserfiche  
 - Implementation and feedback on Parent Square

**Summative Evaluation:** None

<b>Strategy 1:</b> Utilize Laserfiche to increase efficiency and minimize manual repetitive tasks: Migrate paper documents into an electronic repository that can be easily searched and eliminate potential loss of data due to disasters.		
<p><b>Strategy's Expected Result/Impact:</b> - Increase productivity and efficiency levels for staff</p> <ul style="list-style-type: none"> <li>- Reduction of paper and storage needs</li> <li>- Stronger backup system in case of natural disaster or storage issues</li> <li>- Strengthening system of housing confidential information</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Chief Operations Officer, Executive Director of Technology, Technology Department, CISD departments implementing Laserfiche this year</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Formative</b></p> <p>Nov</p> <p>Feb</p> <p>Apr</p>	
	<b>Summative</b>	
	<p><b>Problem Statements:</b>                  District Processes &amp; Programs 2, 5                  Perceptions 2</p> <hr/> <p><b>Funding Sources:</b>                  None</p>	<p>June</p>
<b>Strategy 2:</b> Implement systems to help support staff and/or learner data privacy		
<p><b>Strategy's Expected Result/Impact:</b> - Support confidentiality needs of the district due to data privacy laws</p> <ul style="list-style-type: none"> <li>- Training of staff on tools to use/not use</li> <li>- Implementation of Parent Square resource</li> </ul> <hr/> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services, Chief Operations Officer, Executive Director of Technology, Executive Director of Communications and Community Engagement</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Formative</b></p> <p>Nov</p> <p>Feb</p> <p>Apr</p>	
	<b>Summative</b>	
	<p><b>Problem Statements:</b>                  Demographics 1                  Student Learning 8                  District Processes &amp; Programs 1, 2                  Perceptions 2</p> <hr/> <p><b>Funding Sources:</b>                  None</p>	<p>June</p>



No Progress



Accomplished



Continue/Modify



Discontinue

### Demographics

**Problem Statement 3:** There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities

### Student Learning

**Problem Statement 8:** There is a need to focus on equity, engagement and growth within face to face and remote learning due to the impact of COVID-19 and monitoring learner progress this year. **Root Cause:** COVID-19 and school closure during spring 2020 and impact on current school year

### District Processes & Programs

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

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

**Problem Statement 5:** There is a need to review, analyze and evaluate district expenses to support long range budgeting needs **Root Cause:** Lack of funding from the state and sustainability for future needs

### Perceptions

**Problem Statement 2:** 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