

Coppell Independent School District
Richard J. Lee Elementary
2024-2025 Campus Improvement Plan



Mission Statement

CISD Mission Statement

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

CISD Core Values

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

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

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

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

Guiding Purpose

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Lee Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. Lee serves a majority Asian student population in grades PK-5. In the 2023-24 school year, total enrollment was 718 which represents a decrease of -0.2% since 2019-20 (720 learners).

In 2023-24, the student population was 81.8% Asian, 7.2% White, 3.9% Hispanic, 4.6% African American, 0.5% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.8% multi-racial. Females made up 50.1% of the learners and males represented 49.9%. Our economically disadvantaged percentage was 5.5%.

Our Emergent Bilingual (EB) population consisted of 228 learners that made up 31.7% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (40.3%), Tamil (11.8%), Hindi (10.5%), Gujarati (6.1%), and Spanish (2.6%). Additionally, 3.9% of our EBs were also economically disadvantaged.

Our 79 gifted and talented learners constituted 11% of our population. Our gender split in the GT group was 34.1% female and 65.9% male. Of the four major ethnic groups, our GT learners were 88.6% Asian, 6.3% White, 0% Hispanic and 5% African American.

We had 64 learners that qualified for special education services, which represented 8.9% of our population. There were 8 learners with 504 accommodations, which was 1.1% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 95.66%, which increased by 0.72% from the prior year.

STAFFING

Lee employed 49 educators and 12 instructional aides in the 2023-24 school year. The number of teachers remained the same from the prior year while the number of aides increased by 3. The ethnic breakdown for the teaching staff was 20.4% Asian, 63.2% White, 10.2% Hispanic, 0% African American, 2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 4% multi-racial. Females made up 93.8% of the educators and males represented 6.2%.

Overall, our educators had a varying level of professional experience: 14.2% (7) were new to teaching with 0-1 years of experience, 32.6% (16) had 2-5 years, 18.3% (9) had 6-10 years, 18.3% (9) had 11-15 years, 10.2% (5) had 16-20 years, and 6.1% (3) had more than 20 years. Looking at longevity within the district, 53% of our teachers had 0-1 years in district, 20.4% had 2-5 years, 22.4% had 6-10 years, 2% had 11-15 years, 0% had 16-20 years and 2% had more than 20 years. The average years of professional experience was 8.3 with 3.6 years in the district.

Advanced degrees were held by 32.6% of our teachers: 15 with master's degrees and 1 with doctorates. Our campus principal had 27 years of career experience in a professional position (not necessarily as a principal) and 25 years in Coppell. Our assistant principal(s) had an average of 19.5 years of professional experience and 1.5 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 72.92%. For educational aides it was 66.67%. We hired 14 new teachers in 2023-24. The characteristics of our new teachers were as follows: 28.5% Asian, 50% White, 14.2% Hispanic, 0% African American, 100% female, 0% male, 28.5% new to teaching, 14.2% with 2-5 years of professional experience, 21.4% with 6-10 years, 14.2% with 11-15 years, 14.2% with 16-20 years, 7.1% with more than 20 years and 28.5% new to the campus. The average years of professional experience was 8.2 with 0.1 years in the district. 14.2% of our new teachers had advanced degrees.

Demographics Strengths

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

1. Many families move into our area just for the schools. Because our families value education, we have many supportive parents and students who are committed to success.
2. Ethnic diversity among teaching staff is reflective of the diverse student population. This diversity can promote a multicultural learning environment and foster understanding and acceptance among students.
3. There is a diverse cultural background of the majority Asian student population.
4. The campus provides a culturally responsive learning environment that celebrates and respects different traditions and values.
5. Opportunities are provided for students to learn from and with peers who share similar cultural experiences.
6. With a large number of educators, there is a higher likelihood of diverse teaching styles, experiences, and perspectives which can enrich classroom discussions and enhance learners' critical thinking skills.

Problem Statements Identifying Demographics Needs

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

Problem Statement 3 (Prioritized): There is a need to focus on the areas in the district identified with significant dis-proportionality. **Root Cause:** Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

Problem Statement 4 (Prioritized): There is a need to strengthen current practices that prepare all learners for secondary course/program selection. **Root Cause:** Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD.

Problem Statement 5 (Prioritized): 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

Student Learning Summary

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 23-24 BOY, MOY, EOY.

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 23 to Spring 24. Click [HERE](#) for an explanation if needed.

	0324 Telpas Kindergarten	0324 Telpas Grade 1	0324 Telpas Grade 2	0324 Telpas Grade 3	0324 Telpas Grade 4	0324 Telpas Grade 5
Richard J. Lee Elementary						
Total Students	46	58	59	38	43	35
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	11.11%	71.43%	25%	44.44%	32%
1 Level Higher	%	77.78%	26.19%	70.83%	55.56%	60%
2 Levels Higher	%	11.11%	2.38%	4.17%	0%	8%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	4.35%	5.17%	3.39%	2.63%	0%	0%
Intermediate	30.43%	18.97%	33.90%	13.16%	18.60%	5.71%
Advanced	41.30%	46.55%	49.15%	47.37%	39.53%	48.57%
Advanced High	23.91%	29.31%	13.56%	36.84%	41.86%	45.71%
Economic Disadvantage						
Total Students	2	1	1	-	2	3
Date Taken	03/01/24	03/01/24	03/01/24	-	03/01/24	03/01/24
Lower/Same Level	%	%	100%	-	100%	66.67%

	0324 TEPAS Kindergarten	0324 TEPAS Grade 1	0324 TEPAS Grade 2	0324 TEPAS Grade 3	0324 TEPAS Grade 4	0324 TEPAS Grade 5
1 Level Higher	%	%	0%	-	0%	33.33%
2 Levels Higher	%	%	0%	-	0%	0%
3 Levels Higher	%	%	0%	-	0%	0%
No Rating	0%	0%	0%	-	0%	0%
Beginning	0%	0%	0%	-	0%	0%
Intermediate	50%	100%	100%	-	50%	0%
Advanced	50%	0%	0%	-	50%	100%
Advanced High	0%	0%	0%	-	0%	0%
American Indian/Alaskan Native						
Total Students	1	-	-	-	-	-
Date Taken	03/01/24	-	-	-	-	-
Lower/Same Level	%	-	-	-	-	-
1 Level Higher	%	-	-	-	-	-
2 Levels Higher	%	-	-	-	-	-
3 Levels Higher	%	-	-	-	-	-
No Rating	0%	-	-	-	-	-
Beginning	0%	-	-	-	-	-
Intermediate	0%	-	-	-	-	-
Advanced	100%	-	-	-	-	-
Advanced High	0%	-	-	-	-	-
Asian						
Total Students	42	53	56	35	41	27
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	11.76%	71.79%	25%	44%	35.29%
1 Level Higher	%	76.47%	25.64%	70.83%	56%	58.82%

	0324 TEPAS Kindergarten	0324 TEPAS Grade 1	0324 TEPAS Grade 2	0324 TEPAS Grade 3	0324 TEPAS Grade 4	0324 TEPAS Grade 5
2 Levels Higher	%	11.76%	2.56%	4.17%	0%	5.88%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	4.76%	3.77%	3.57%	2.86%	0%	0%
Intermediate	28.57%	16.98%	35.71%	11.43%	19.51%	7.41%
Advanced	40.48%	49.06%	46.43%	48.57%	39.02%	48.15%
Advanced High	26.19%	30.19%	14.29%	37.14%	41.46%	44.44%
Black/African American						
Total Students	2	-	-	-	-	-
Date Taken	03/01/24	-	-	-	-	-
Lower/Same Level	%	-	-	-	-	-
1 Level Higher	%	-	-	-	-	-
2 Levels Higher	%	-	-	-	-	-
3 Levels Higher	%	-	-	-	-	-
No Rating	0%	-	-	-	-	-
Beginning	0%	-	-	-	-	-
Intermediate	100%	-	-	-	-	-
Advanced	0%	-	-	-	-	-
Advanced High	0%	-	-	-	-	-
Hispanic						
Total Students	1	-	1	-	2	6
Date Taken	03/01/24	-	03/01/24	-	03/01/24	03/01/24
Lower/Same Level	%	-	100%	-	50%	33.33%
1 Level Higher	%	-	0%	-	50%	50%
2 Levels Higher	%	-	0%	-	0%	16.67%

	0324 TEPAS Kindergarten	0324 TEPAS Grade 1	0324 TEPAS Grade 2	0324 TEPAS Grade 3	0324 TEPAS Grade 4	0324 TEPAS Grade 5
3 Levels Higher	%	-	0%	-	0%	0%
No Rating	0%	-	0%	-	0%	0%
Beginning	0%	-	0%	-	0%	0%
Intermediate	0%	-	0%	-	0%	0%
Advanced	100%	-	100%	-	50%	50%
Advanced High	0%	-	0%	-	50%	50%
Two or More Races						
Total Students	-	2	-	2	-	-
Date Taken	-	03/01/24	-	03/01/24	-	-
Lower/Same Level	-	0%	-	%	-	-
1 Level Higher	-	100%	-	%	-	-
2 Levels Higher	-	0%	-	%	-	-
3 Levels Higher	-	0%	-	%	-	-
No Rating	-	0%	-	0%	-	-
Beginning	-	0%	-	0%	-	-
Intermediate	-	0%	-	0%	-	-
Advanced	-	50%	-	50%	-	-
Advanced High	-	50%	-	50%	-	-
White						
Total Students	-	3	2	1	-	2
Date Taken	-	03/01/24	03/01/24	03/01/24	-	03/01/24
Lower/Same Level	-	0%	50%	%	-	0%
1 Level Higher	-	100%	50%	%	-	100%
2 Levels Higher	-	0%	0%	%	-	0%
3 Levels Higher	-	0%	0%	%	-	0%

	0324 TEPAS Kindergarten	0324 TEPAS Grade 1	0324 TEPAS Grade 2	0324 TEPAS Grade 3	0324 TEPAS Grade 4	0324 TEPAS Grade 5
No Rating	-	0%	0%	0%	-	0%
Beginning	-	33.33%	0%	0%	-	0%
Intermediate	-	66.67%	0%	100%	-	0%
Advanced	-	0%	100%	0%	-	50%
Advanced High	-	0%	0%	0%	-	50%
Currently Emergent Bilingual						
Total Students	46	58	59	38	43	35
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	11.11%	71.43%	25%	44.44%	32%
1 Level Higher	%	77.78%	26.19%	70.83%	55.56%	60%
2 Levels Higher	%	11.11%	2.38%	4.17%	0%	8%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	4.35%	5.17%	3.39%	2.63%	0%	0%
Intermediate	30.43%	18.97%	33.90%	13.16%	18.60%	5.71%
Advanced	41.30%	46.55%	49.15%	47.37%	39.53%	48.57%
Advanced High	23.91%	29.31%	13.56%	36.84%	41.86%	45.71%
Section 504						
Total Students	-	1	-	-	-	-
Date Taken	-	03/01/24	-	-	-	-
Lower/Same Level	-	0%	-	-	-	-
1 Level Higher	-	100%	-	-	-	-
2 Levels Higher	-	0%	-	-	-	-
3 Levels Higher	-	0%	-	-	-	-
No Rating	-	0%	-	-	-	-

	0324 Telpas Kindergarten	0324 Telpas Grade 1	0324 Telpas Grade 2	0324 Telpas Grade 3	0324 Telpas Grade 4	0324 Telpas Grade 5
Beginning	-	0%	-	-	-	-
Intermediate	-	100%	-	-	-	-
Advanced	-	0%	-	-	-	-
Advanced High	-	0%	-	-	-	-
Special Ed Indicator						
Total Students	2	12	5	2	1	4
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	22.22%	100%	50%	100%	25%
1 Level Higher	%	66.67%	0%	50%	0%	50%
2 Levels Higher	%	11.11%	0%	0%	0%	25%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	16.67%	40%	0%	0%	0%
Intermediate	50%	25%	40%	0%	100%	25%
Advanced	50%	50%	20%	100%	0%	50%
Advanced High	0%	8.33%	0%	0%	0%	25%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Richard J. Lee Elementary							
Total Students	123	123	126	128	127	129	129
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	2.44%	1.63%	2.38%	5.47%	0.79%	0.78%	4.65%
Did Not Meet High	0.81%	8.13%	3.97%	8.59%	3.15%	3.10%	12.40%
Approaches Low	6.50%	4.88%	8.73%	8.59%	3.15%	5.43%	10.85%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Approaches High	5.69%	9.76%	7.14%	5.47%	3.94%	4.65%	17.83%
Meets	26.02%	26.02%	25.40%	20.31%	17.32%	32.56%	26.36%
Masters	58.54%	49.59%	52.38%	51.56%	71.65%	53.49%	27.91%
Special Ed Indicator							
Total Students	11	11	7	7	5	5	5
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	9.09%	0%	14.29%	14.29%	20%	0%	0%
Did Not Meet High	9.09%	18.18%	0%	14.29%	40%	0%	60%
Approaches Low	18.18%	9.09%	14.29%	14.29%	0%	20%	0%
Approaches High	9.09%	27.27%	28.57%	0%	0%	0%	40%
Meets	54.55%	36.36%	42.86%	42.86%	20%	60%	0%
Masters	0%	9.09%	0%	14.29%	20%	20%	0%
Section 504							
Total Students	3	3	2	2	-	-	-
Excluded	0%	0%	0%	0%	-	-	-
Did Not Meet Low	0%	0%	0%	0%	-	-	-
Did Not Meet High	0%	0%	50%	0%	-	-	-
Approaches Low	0%	0%	0%	0%	-	-	-
Approaches High	33.33%	33.33%	0%	50%	-	-	-
Meets	33.33%	66.67%	50%	0%	-	-	-
Masters	33.33%	0%	0%	50%	-	-	-
Currently Emergent Bilingual							
Total Students	37	37	44	46	34	36	36
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	5.41%	2.70%	6.82%	6.52%	2.94%	0%	8.33%
Did Not Meet High	2.70%	16.22%	6.82%	17.39%	8.82%	5.56%	16.67%
Approaches Low	16.22%	2.70%	15.91%	15.22%	5.88%	5.56%	25%
Approaches High	5.41%	13.51%	9.09%	8.70%	8.82%	11.11%	19.44%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Meets	18.92%	24.32%	25%	17.39%	29.41%	50%	22.22%
Masters	51.35%	40.54%	36.36%	34.78%	44.12%	27.78%	8.33%
Second Year of Monitoring							
Total Students	9	9	5	5	-	-	-
Excluded	0%	0%	0%	0%	-	-	-
Did Not Meet Low	0%	0%	0%	0%	-	-	-
Did Not Meet High	0%	0%	0%	0%	-	-	-
Approaches Low	0%	0%	0%	0%	-	-	-
Approaches High	11.11%	11.11%	0%	0%	-	-	-
Meets	11.11%	0%	0%	0%	-	-	-
Masters	77.78%	88.89%	100%	100%	-	-	-
Third Year of Monitoring							
Total Students	-	-	-	-	5	5	5
Excluded	-	-	-	-	0%	0%	0%
Did Not Meet Low	-	-	-	-	0%	0%	0%
Did Not Meet High	-	-	-	-	0%	0%	0%
Approaches Low	-	-	-	-	0%	0%	20%
Approaches High	-	-	-	-	0%	0%	0%
Meets	-	-	-	-	40%	20%	60%
Masters	-	-	-	-	60%	80%	20%
Black/African American							
Total Students	8	8	3	3	4	4	4
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	12.50%	0%	0%	33.33%	0%	25%	50%
Did Not Meet High	0%	25%	0%	33.33%	0%	25%	25%
Approaches Low	0%	0%	33.33%	0%	25%	0%	25%
Approaches High	0%	0%	0%	0%	0%	0%	0%
Meets	50%	50%	66.67%	33.33%	25%	50%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Masters	37.50%	25%	0%	0%	50%	0%	0%
White							
Total Students	8	8	6	6	7	7	7
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	12.50%	0%	0%	16.67%	0%	0%	14.29%
Did Not Meet High	0%	12.50%	0%	0%	28.57%	14.29%	28.57%
Approaches Low	0%	25%	33.33%	16.67%	0%	14.29%	0%
Approaches High	12.50%	0%	0%	0%	14.29%	0%	14.29%
Meets	37.50%	50%	16.67%	16.67%	0%	42.86%	14.29%
Masters	37.50%	12.50%	50%	50%	57.14%	28.57%	28.57%
Asian							
Total Students	101	101	110	112	105	106	106
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0.99%	1.98%	2.73%	3.57%	0.95%	0%	2.83%
Did Not Meet High	0.99%	6.93%	4.55%	8.93%	1.90%	0.94%	11.32%
Approaches Low	7.92%	2.97%	7.27%	7.14%	2.86%	4.72%	8.49%
Approaches High	5.94%	9.90%	7.27%	5.36%	2.86%	4.72%	19.81%
Meets	21.78%	22.77%	23.64%	20.54%	16.19%	28.30%	27.36%
Masters	62.38%	55.45%	54.55%	54.46%	75.24%	61.32%	30.19%
American Indian/Alaskan Native							
Total Students	2	2	1	1	-	-	-
Excluded	0%	0%	0%	0%	-	-	-
Did Not Meet Low	0%	0%	0%	0%	-	-	-
Did Not Meet High	0%	0%	0%	0%	-	-	-
Approaches Low	0%	50%	0%	0%	-	-	-
Approaches High	0%	0%	0%	0%	-	-	-
Meets	50%	50%	0%	0%	-	-	-
Masters	50%	0%	100%	100%	-	-	-

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Hispanic							
Total Students	2	2	5	5	9	10	10
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	20%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%	10%	10%
Approaches Low	0%	0%	0%	40%	0%	10%	40%
Approaches High	0%	100%	20%	20%	11.11%	10%	10%
Meets	50%	0%	40%	0%	33.33%	50%	20%
Masters	50%	0%	40%	20%	55.56%	20%	20%
Two or More Races							
Total Students	2	2	1	1	2	2	2
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%	0%	0%
Approaches Low	0%	0%	0%	0%	0%	0%	0%
Approaches High	0%	0%	0%	0%	0%	0%	0%
Meets	50%	0%	100%	100%	50%	100%	100%
Masters	50%	100%	0%	0%	50%	0%	0%
Economic Disadvantage							
Total Students	5	5	5	5	9	9	9
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	20%	0%	20%	60%	0%	11.11%	33.33%
Did Not Meet High	0%	20%	0%	0%	22.22%	33.33%	33.33%
Approaches Low	0%	40%	20%	20%	11.11%	0%	11.11%
Approaches High	0%	20%	20%	20%	11.11%	11.11%	0%
Meets	80%	20%	20%	0%	22.22%	33.33%	11.11%
Masters	0%	0%	20%	0%	33.33%	11.11%	11.11%

As we go into 2024-2025, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

Student Learning Strengths

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

1. Average scaled score in STAAR Reading went up in all grades (3-5) from Spring 2022- Spring 2023.
2. Average scaled score in STAAR Math went up in all grades (3-5) from Spring 2022- Spring 2023.
3. When looking at the quadrant report in NWEA MAP, our school made high growth and high achievement in all three subject areas (Reading, Math, Science)
4. When reviewing NWEA MAP data, Lee learners had the highest median student growth percentile in Math and Reading across the district from Fall 2022 to Spring 2023. 4th grade achieve the highest growth.
5. When reviewing NWEA MAP data, Lee learners had the highest median student growth percentile in Math and Reading across the district from Fall 2022 to Spring 2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.

Problem Statement 2 (Prioritized): There is a need to continue targeting 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 (Prioritized): 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:** Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered.

Problem Statement 4 (Prioritized): There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies within implementation of curriculum, professional learning and resource usage across the district.

Problem Statement 5 (Prioritized): There is a need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual, and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district.

Problem Statement 6 (Prioritized): There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners.

Problem Statement 7 (Prioritized): There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. **Root Cause:** Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth.

School Processes & Programs

School Processes & Programs Summary

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

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

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

Richard J. Lee Elementary is in its 11th year of implementing the Professional Learning Community (PLC) model. This includes the creation of a vertical schedule with built-in time for designers to collaborate. Designers participate in ongoing professional learning within their PLCs and are supported by administrators and the campus instructional coach, GT Specialist, and ESL Facilitators. Multiple opportunities are provided throughout the year for professional learning in all subject areas. State funds support this growth, as well as dedicated time during staff meetings to learn in areas related to each educator's personal goals or needs.

Our profile of an educator has become an important tool in the hiring process and has helped us calibrate and recruit highly qualified educators. We currently have 32 grade-level sections and 63 total campus staff members. We also house two Special Education special programs: Active Learning and Practical Academics.

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

School Processes & Programs Strengths

Richard J. Lee Elementary offers a well-rounded educational experience with a strong emphasis on collaboration, technology integration, learner empowerment, and inclusivity, making it a conducive environment for holistic student development.

1. The intentional design of the school, with vertical families or houses, promotes collaboration and engagement among students of different grade levels. This allows for multi-age learning experiences, fostering relationships among learners.
2. Flexible Learning Spaces: The school's physical and virtual environments are designed to be flexible, enabling educators to adapt spaces for various types of learning activities. This flexibility supports effective lesson design and encourages active engagement.
3. Student Empowerment: Learners have the autonomy to choose where and how they learn based on their individual needs. This empowers students to take ownership of their education, promoting a sense of responsibility and self-directed learning.
4. The presence of an eco-pond area, outdoor learning pavilion, and raised bed gardens provides unique opportunities for outdoor education and environmental learning. These

features connect students with nature and offer hands-on experiences.

5. The school's commitment to technology-infused learning ensures that students have access to 1:1 technology devices and receive consistent support from Digital Learning Coaches and other staff members. This prepares students to become proficient consumers and creators of digital content.

6. Being recognized as an Apple Distinguished School signifies a commitment to innovative teaching practices and ongoing professional development related to technology. This recognition provides additional resources and support for educators.

7. The curriculum framework of Challenge Based Learning promotes multidisciplinary content and critical thinking by connecting learning to real-world challenges and actionable solutions. This approach encourages students to apply their knowledge in practical ways.

8. The implementation of the PLC model supports collaboration among educators, with dedicated time for teamwork and ongoing professional development. This collaborative approach helps improve teaching practices and student outcomes.

9. The inclusion of Special Education special programs, such as Active Learning and Practical Academics, demonstrates the school's commitment to providing inclusive education. Special Education learners are integrated into the school's house system, promoting inclusivity and a sense of belonging.

10. The school's profile of an educator and its emphasis on hiring highly qualified educators ensure that students receive quality instruction. This focus on educator quality contributes to the overall success of the school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning.

Problem Statement 2 (Prioritized): There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Continued need to build on systemic structures for counseling needs.

Problem Statement 3 (Prioritized): There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs.

Problem Statement 4 (Prioritized): There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. **Root Cause:** Lack of funding from the state and sustainability for future needs and decline in learner enrollment.

Problem Statement 5 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 6: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district.

Problem Statement 7 (Prioritized): There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion). **Root Cause:** Loss of instruction time for learners and loss of funding from the state.

Perceptions

Perceptions Summary

Richard J. Lee Elementary works to ensure our school is a place where all families feel welcome. We know that family involvement is important for learner success, and we strive to create a climate that is responsive to our parent and learner needs. With a high number (41%) of Emergent Bilinguals (EBs), and our mobile population (17.71% which is 10.89% higher than the district average), we are culturally sensitive to the needs of families moving in from other parts of the United States and from other countries. Families are warmly welcomed in the front office and are provided opportunities to learn about our school. We systemically communicate with parents with weekly grade-level newsletters, weekly PTO newsletters, and daily social media posts on Twitter (@NetZeroLee) and Facebook. All staff members are active on Twitter and showcase learning on a consistent basis. Multiple family involvement events are hosted throughout the year including our Back to School Bus Tour through our neighborhoods, Trunk or Treat, FamiLEE STEAM Night, Spring FamiLEE events, and learner-led conferences.

Our annual school themes promote a positive culture in our building. This year's school theme is "There is No Place Like Lee." All educators greet and send off learners each day. Each day begins with community-building morning meetings in each House/grade. With our vertical system, our learners are encouraged to build relationships between grade levels, mentor each other, and support each other socially and academically. We also provide time in the master schedule for grade level collaboration time. Our educator retention rate is within the district average. According to our Panorama staff survey ninety-seven percent of educators have a positive perception of the overall social and learning climate of the school. Ninety-two percent of parents responded that they think their children enjoy going to school every day. This year every grade level classroom is staffed by a returning staff member.

In the 2023 school year, Richard J Lee Elementary continued to be designated a Kindness Certified School and awarded the TEPSA Student Leadership Award for our focus and promotion of leadership opportunities throughout the school year. Each classroom creates respect agreements that are a relationship-first approach to strengthen, support, and sustain a positive learning environment. This tool focuses on three to four expectations in each quadrant and the agreement is re-evaluated every nine-week grading period. This contract ensures every learner feels seen, heard, and valued.

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

Perceptions Strengths

Richard J. Lee Elementary's approach to family involvement and school culture has several significant advantages, including inclusivity, cultural sensitivity, and a positive learning environment.

1. We have a strong focus on learner-centeredness. The school's commitment to making all families feel welcome is a significant advantage. This inclusivity fosters a sense of belonging among students and their families. This can be seen in learner-led conferences, learner goal-setting, learner-led ARD meetings, campus LEEdership council with representatives Kindergarten through 5th grade, learners contributing to decision-making on campus, and learner-led morning broadcast.
2. Recognizing the needs of Emergent Bilinguals (EBs) and a mobile population demonstrates cultural sensitivity. This approach can help bridge language and cultural gaps, creating a more inclusive and diverse learning environment.
3. The school's annual themes, community-building morning meetings, and the vertical system promote a positive school culture. These initiatives can enhance student engagement and emotional well-being.

4. High educator retention rates and positive perceptions of the social and learning climate among educators (according to the Panorama staff survey) are indicative of a supportive and collaborative work environment.
5. Recognitions like being designated a Kindness Certified School and receiving the TEPSA Student Leadership Award highlight the school's focus on nurturing student leadership skills and character development.
6. Implementing respect agreements in classrooms emphasizes the importance of mutual respect and a positive learning environment. It sets clear expectations for behavior and fosters a sense of belonging among students.
7. Encouraging students to use their voices through Challenge Based Learning (CBL) and the LEEdership council empowers them to become active contributors to their school community and the broader world.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2 (Prioritized): There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth.

Problem Statement 3 (Prioritized): There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education.

Problem Statement 4: There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district. **Root Cause:** Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

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: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to continue targeting 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 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 3: Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth.

Root Cause 4: Inconsistencies within implementation of curriculum, professional learning and resource usage across the district.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual, and economically disadvantaged learners.

Root Cause 5: Inconsistencies with implementation of PLC/MTSS processes/training across the district.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.

Root Cause 6: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs.

Root Cause 7: Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Root Cause 8: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

Root Cause 9: Continued need to build on systemic structures for counseling needs.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Root Cause 10: Barriers still exist with understanding/supporting/providing resources for all needs.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.

Root Cause 11: Lack of focus on the whole child and using multiple measures to show evidence of growth.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

Root Cause 12: Continued need to build/expand resources/programs.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding.

Root Cause 13: Lack of funding from the state and sustainability for future needs and decline in learner enrollment.

Problem Statement 13 Areas: School Processes & Programs

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

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

Problem Statement 14 Areas: Demographics

Problem Statement 15: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

Root Cause 15: Lack of individuals choosing to work in public education.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: There is a need to continue revisiting and improving efforts with safety and security for the district.

Root Cause 16: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: There is a need to strengthen current practices that prepare all learners for secondary course/program selection.

Root Cause 17: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD.

Problem Statement 17 Areas: Demographics

Problem Statement 19: There is a need to establish and maintain strong, positive relationships for all learners.

Root Cause 19: Barriers exist in which relationships have not been established and sustained with all learners.

Problem Statement 19 Areas: Demographics

Problem Statement 20: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.

Root Cause 20: Barriers exist within our educational system due to lack of empathy/understanding.

Problem Statement 20 Areas: Demographics

Problem Statement 21: There is a need to enhance communication and engagement for families.

Root Cause 21: Barriers exist within the current system with communication and engagement opportunities.

Problem Statement 21 Areas: Demographics

Problem Statement 22: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion).

Root Cause 22: Loss of instruction time for learners and loss of funding from the state.

Problem Statement 22 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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





Performance Objective 1: All K-5th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

HB3 Goal

Evaluation Data Sources: STAAR data, EOC data, MAP data, Response to Intervention data and progress monitoring in Student Success Platform, Multi-Tiered Systems of Support, TELPAS data, Core Content Academies, House Bill 3 Reading Academies, Professional Learning opportunities

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom. Strategy's Expected Result/Impact: - High quality Tier I instruction for learners. - Checklist of look fors highlighting specific instructional strategies in all content areas. - Aligned strategies being implemented across the district that impact learner growth. - Growth in differentiated experiences and scaffolding opportunities within the classroom environments. - Professional learning provided by district and campuses. - Additions to curriculum documents and campus vertical documents for small group instruction/formative assessment. - Additional training focus areas in project based learning, problem based learning, Kagan strategies to use within instruction, Universal Design for learning (focus on all learners), and challenge-based learning. Staff Responsible for Monitoring: Campus Administrators, Campus Support Personnel Problem Statements: Demographics 3, 5 - Student Learning 1, 2, 4, 5, 7 - School Processes & Programs 7	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur. Strategy's Expected Result/Impact: -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. -Alignment in curriculum documents to instruction happening in Reading Academies. -Using mClass as a tool to help support learner growth and assessment. Staff Responsible for Monitoring: Campus Administrators, Learning Coaches. Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will continue to 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. - Using Panorama Student Success Platform with progress monitoring to track growth. Staff Responsible for Monitoring: Campus Administrators, Learning Coaches. Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Continue building on mentor training and structures of support for new educators, administrators and staff to LEE . Strategy's Expected Result/Impact: -Growth in new educators, administrators and staff as far as the understanding of CISD and LEE systems and structures and specific strategies to support their role. -Sustainability and support for campus to providing aligned training for new educators, administrators and staff. Staff Responsible for Monitoring: Campus Administration, Learning Coaches, Language Acquisition Specialists, GT Facilitator, Designers. Problem Statements: Demographics 1, 2 - Student Learning 1, 7 - School Processes & Programs 1 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the campus and district that focus on observing and evaluating strategies supporting academic and social-emotional growth. Strategy's Expected Result/Impact: - Growth in educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies that support learning. - Alignment with TIA (Teacher Incentive Allotment) and administrators, support positions and educators all seeing the focus on what we are looking for within instruction and learner growth. -Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff. - Growth in aligned instructional practices being implemented across the district. Staff Responsible for Monitoring: Campus Administration, Learning Coaches, Language Acquisition Specialists, GT Facilitator, Campus Leadership Team. Problem Statements: Student Learning 1, 4, 5, 7	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Implement new structure and rebrand of CISD learning coach support across the district. Strategy's Expected Result/Impact: - Supporting High quality Tier I instruction for learners (vertical and horizontal alignment with practices). - Elementary and Secondary Content Directors - streamline processes and support. - Aligned coaching strategies being implemented across the district that impact staff and learner growth. - Aligning professional learning efforts provided by district and campuses. - Additions to curriculum documents for small group instruction/formative assessment. - Additional training focus areas in project based learning, problem based learning, Kagan strategies to use within instruction, Universal Design for learning (focus on all learners). Staff Responsible for Monitoring: Campus Administration, Learning Coaches, Language Acquisition Specialists, GT Facilitator, Campus Leadership Team. Problem Statements: Student Learning 1, 2, 4, 5, 7 - School Processes & Programs 1, 4	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need 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.

Demographics
<p>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.</p> <p>Problem Statement 3: There is a need to focus on the areas in the district identified with significant dis-proportionality. Root Cause: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners</p> <p>Problem Statement 5: There is a need to enhance communication and engagement for families. Root Cause: Barriers exist within the current system with communication and engagement opportunities.</p>
Student Learning
<p>Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.</p> <p>Problem Statement 2: There is a need to continue targeting 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.</p> <p>Problem Statement 4: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies within implementation of curriculum, professional learning and resource usage across the district.</p> <p>Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual, and economically disadvantaged learners. Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district.</p> <p>Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. Root Cause: Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning.</p> <p>Problem Statement 4: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. Root Cause: Lack of funding from the state and sustainability for future needs and decline in learner enrollment.</p> <p>Problem Statement 7: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion). Root Cause: Loss of instruction time for learners and loss of funding from the state.</p>
Perceptions
<p>Problem Statement 3: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. Root Cause: Lack of individuals choosing to work in public education.</p>

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes. Strategy's Expected Result/Impact: - Training and Implementation of AWARE assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis). - Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district. - Increased student achievement (academic, social emotional and behavioral). -Using NWEA MAP data, STAAR/EOC data, TELPAS, mClass and other district/classroom assessments to review growth of learners. - Creation of pre-post assessments, rubric creation. Staff Responsible for Monitoring: Campus Administrators, Designers, Learning Coaches, Language Acquisition Specialists, GT Facilitator Problem Statements: Demographics 3, 5 - Student Learning 1, 2, 4, 5, 7	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur. Strategy's Expected Result/Impact: - Training on Student Success Platform in Panorama and aligned implementation at campuses (supporting day to day supports for all learners). - Alignment across the district of data tools being used throughout the year to find strengths and needs of learners. - Increased knowledge of educators with data analysis and differentiation of instruction. - Ease on educators for viewing various pieces of data in one location. - Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social emotional, behavioral). - Training for early childhood educators and administrators regarding culturally responsive interventions. - Training for evaluation staff regarding culturally responsive evaluation practices. - Increase family and parent engagement with MTSS processes and Special Education processes. Staff Responsible for Monitoring: Campus Administrators, Designers, Learning Coaches, Language Acquisition Specialists, GT Facilitator, Designers. Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 4, 5, 7 - School Processes & Programs 4, 7 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Specific areas of learning needs will be addressed through the use of State Compensatory Education Funds to target academic, social emotional and behavioral supports as a district, specific focus on at-risk learners. Strategy's Expected Result/Impact: - Increased student achievement and growth (academic, social emotional and behavioral) - Increased knowledge of educators with data analysis and differentiation of instruction. - Intentional tutoring and supports in place for learners for intervention. - Intentional training for Reading Academies. - Review data to create strategy tutoring groups. Staff Responsible for Monitoring: Campus Administrators, Designers, Learning Coaches, Language Acquisition Specialists, GT Facilitator, Designers. Problem Statements: Demographics 3 - Student Learning 1, 4, 5, 7 - School Processes & Programs 2, 3, 7 Funding Sources: - 199 - State Comp Ed - 199-11-6112-00-112-24-000 - \$1,800, - 199 - State Comp Ed - 199-11-6118-00-112-24-000 - \$2,800	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources. Strategy's Expected Result/Impact: - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives. - Resources for educators (including embedded items within curriculum documents for English Learners). - Continued focus on oral proficiency levels and spiraling this learning in training throughout the year. - Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners. - Increased student achievement and progress levels. -Use of Success Ed for system of housing learner needs. Staff Responsible for Monitoring: Campus Administrators, Designers, Learning Coaches, Language Acquisition Specialists, GT Facilitator, Designers. Problem Statements: Demographics 1, 2, 4, 5 - Student Learning 1, 2, 4, 5, 7 - School Processes & Programs 2		Formative			Summative
		Nov	Feb	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth. Strategy's Expected Result/Impact: - Increased student achievement academic, social emotionally and behaviorally. - Training for classroom management and restorative practices. - Continued implementation of Character Ed programs to help support PBIS. - Use of Panorama Student Success Platform for progress monitoring. - Increased communication between schools, learners and families. - Focus on Panorama Playbook resources for intentional support for learners. - Focus on additional behavior resources/tools collection - CISD Curriculum Documents. Staff Responsible for Monitoring: Campus Administrators, Designers, Learning Coaches, Language Acquisition Specialists, GT Facilitator, Designers. Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 4, 5, 6, 7 - School Processes & Programs 2, 3, 4, 5, 7 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Strengthen monitoring systems for attendance of learners, communication to families and focused efforts on the creation of intentional attendance intervention plans as needed. Strategy's Expected Result/Impact: - Increased attendance rates for campuses. - Increased learner growth due to being present for instruction. - Stronger relationships with learners and families. - Use of Panorama Student Success Platform for monitoring progress/needs with attendance. - Increased communication between schools, learners and families. - Increased funding from the state due to attendance growth. Staff Responsible for Monitoring: Campus Administrators, Designers, Learning Coaches, Attendance Clerk. Problem Statements: Demographics 1 - Student Learning 4, 5, 6, 7 - School Processes & Programs 2, 3, 4, 7 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Implement the required district Equity Plan focused on intentional training and monitoring practices for targeted growth. Strategy's Expected Result/Impact: - Growth across the district in academic performance for economically disadvantaged learners. - Focus on Universal Design for Learning and Training opportunities for campus leaders and educators. - Focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols and measuring learner growth through progress monitoring (academic, behavioral, social emotional, attendance). -Implement Poverty Simulation training for campuses. -BEAM training focus for new educators. Staff Responsible for Monitoring: Campus Administrators, Designers, Learning Coaches Problem Statements: Demographics 1, 2, 3, 5 - Student Learning 1, 4, 5, 6, 7 - School Processes & Programs 1, 2, 4, 7 - Perceptions 1, 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details		Reviews			
Strategy 8: Continue implementation of plan for significant disproportionality of learners in identified areas per the state: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs, Percentage of Hispanic and African-American learners identified with discipline incidents, Percentage of achievement and growth for economically disadvantaged learners. Strategy's Expected Result/Impact: - Growth on campus in academic performance for economically disadvantaged learners. - Intentional interventions to support discipline (classroom management and PBIS implementation across campuses, restorative practices, monitoring interventions for learners). - Focus on Universal Design for Learning and Training opportunities for campus leaders and educators. - Focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols and measuring learner growth through progress monitoring (academic, behavioral, social emotional, attendance). -Implement Poverty Simulation training for campuses. -BEAM training focus for new educators. - Continue monitoring referral processes and training for individuals making referrals and completing evaluations for Special Education. Staff Responsible for Monitoring: Campus Administrators, Designers, Campus Intervention Services. Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 5, 7 - School Processes & Programs 1, 2, 4, 7 - Perceptions 3		Formative			Summative
		Nov	Feb	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 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.</p> <p>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.</p> <p>Problem Statement 3: There is a need to focus on the areas in the district identified with significant dis-proportionality. Root Cause: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners</p> <p>Problem Statement 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD.</p> <p>Problem Statement 5: There is a need to enhance communication and engagement for families. Root Cause: Barriers exist within the current system with communication and engagement opportunities.</p>

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:** Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.

Problem Statement 2: There is a need to continue targeting 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 consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies within implementation of curriculum, professional learning and resource usage across the district.

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual, and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district.

Problem Statement 6: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners.

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. **Root Cause:** Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth.

School Processes & Programs

Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning.

Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Continued need to build on systemic structures for counseling needs.

Problem Statement 3: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs.

Problem Statement 4: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. **Root Cause:** Lack of funding from the state and sustainability for future needs and decline in learner enrollment.

Problem Statement 5: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 7: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion). **Root Cause:** Loss of instruction time for learners and loss of funding from the state.

Perceptions

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

Problem Statement 2: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth.

Problem Statement 3: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education.





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

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

Evaluation Data Sources: - Lesson plans, Panorama Survey data.

- Opportunities for learners to express their future interests built into the learning design through STEAM ,Challenge Based Learning, and our campus Science goal.

Strategy 1 Details	Reviews			
Strategy 1: Provide training and resources to educators enhancing curriculum connections to real world application in learning. Strategy's Expected Result/Impact: - Provide training that highlights real world application in lesson design. -Provide learner choice in course selection and opportunities during Team Time. - Increase use of business partners and resident experts to support curriculum connections. - Increase learner awareness of career, college and life readiness opportunities. - Host a campus Science Night. Staff Responsible for Monitoring: Campus Administration, Designers, Learning Coaches, Language Acquisition Specialists, GT Facilitator, Media Specialist, Counselors, STEAM teacher Problem Statements: Demographics 4, 5 - Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training to educators promoting hands-on, inquiry-based science lesson design. Strategy's Expected Result/Impact: -Growth in learner engagement levels. -Building stronger relationships with learners. -Increasing learner creativity, curiosity, problem solving, and justification of thinking. -Increasing ways for learners to show success in learning. -Usage of digital and written portfolios, presentations, and created products to show understanding and growth. Staff Responsible for Monitoring: Campus Administrators, Digital Learning Coaches, Learning Coaches, Language Acquisition Specialists, Librarians, Counselors and GTi Specialists, STEAM teacher. Problem Statements: Student Learning 4, 5 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) into our elementary specials classes. Strategy's Expected Result/Impact: -Growth in learner engagement levels. -Building stronger problem solving and design thinking skills. -Building understanding of CTE and career connections. -Increasing ways for learners to show success in learning. -Usage of coding and digital tools. -Usage of goal setting tools, presentations, created products to show understanding and growth. Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Language Acquisition Specialists, Librarians, Counselors, GTi Specialists, STEAM Teacher. Problem Statements: Demographics 4 - Student Learning 4 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Host a family engagement night (Career Day Fair or FamiLEE Science Night) that focus on career, college, and life readiness. Strategy's Expected Result/Impact: -Growth in learner engagement levels. -Building stronger relationships with learners. -Increasing learner creativity, curiosity, problem solving, and justification of thinking. -Increasing ways for learners to show success in learning. -Usage of digital and written portfolios, presentations, and created products to show understanding and growth. Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Language Acquisition Specialists, Librarian, Counselor, GTi Specialists, STEAM Teacher. Problem Statements: Demographics 4, 5 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD.
Problem Statement 5: 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:** Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered.

Problem Statement 4: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth.

Root Cause: Inconsistencies within implementation of curriculum, professional learning and resource usage across the district.

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual, and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district.

Perceptions

Problem Statement 2: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth.





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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Establish clear expectations for Bulb Digital Portfolio usage in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA). Strategy's Expected Result/Impact: - Learner digital portfolios and specific expectations for capturing evidence K-5. - CISD staff digital portfolios and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth. - Digital Portfolio continued training and implementation. - Aligned expectations for campuses throughout the year tied to Community Based Accountability. Staff Responsible for Monitoring: Campus Administration, Designers, Learning Coaches. Problem Statements: Demographics 5 - Student Learning 1, 2, 3, 4, 5, 7	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or innovative and creative practices. Strategy's Expected Result/Impact: - Performance Tasks in learning. - Rubrics for academic and social-emotional growth created by designers and learners. - Goal setting forms/reflections. - Digital presentations (video, media, etc.). - More intentional and detailed feedback for learners. Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Language Acquisition Specialists, GTi Specialists, STEAM Teacher. Problem Statements: Student Learning 4, 5 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Create and use spaces that boost experiences within and beyond the classroom. Strategy's Expected Result/Impact: -educators and students are well-prepared to create a sense of belonging emphasizing empathy and perspective taking. -flexible common areas that ensure that all students have opportunities to engage with peers in order to create a sense of belonging. Staff Responsible for Monitoring: Campus Administrators, Campus Counselors, Designers. Problem Statements: Demographics 1, 4 - Student Learning 3 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to 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 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD. Problem Statement 5: 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: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments. Problem Statement 2: There is a need to continue targeting 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: Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered. Problem Statement 4: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies within implementation of curriculum, professional learning and resource usage across the district. Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual, and economically disadvantaged learners. Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district. Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. Root Cause: Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth.

Perceptions
Problem Statement 2: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth.





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

Performance Objective 3: Lee Elementary will have an intentional focus on using digital learning K-5 to ensure the following: full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

- Evaluation Data Sources:** - CISD District Committee for Artificial Intelligence planning and implementation.
- Trainings focused on digital learning, Texas Technology TEKS, balance of effective uses of technology in the classroom to promote engagement and hands-on learning.
 - Partnership with support personnel across the district - librarians, digital learning coaches, learning coaches, language acquisitions specialists, curriculum team, etc. to review ways to train and support educators.
 - Review digital citizenship trainings and resources for families, learners and staff.
 - Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment).

Strategy 1 Details	Reviews			
Strategy 1: Investigate, explore and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning. Strategy's Expected Result/Impact: - CISD District Committee for Artificial Intelligence planning and implementation. - Training focused on AI for CISD Staff. - Partnership with support personnel across the district - librarians, digital learning coaches, learning coaches, language acquisitions specialists, curriculum team, etc. to review ways to train and explore AI tools/resources. - Review district policies and regulations including academic integrity, technology usage and digital citizenship. - Training on assessing differently within instruction (content, process, product, and learning environment). Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Language Acquisition Specialists, GTi Specialists, Designers, STEAM Teacher. Problem Statements: Demographics 4 - Student Learning 3, 4, 5 - School Processes & Programs 1, 4, 5 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Provide trainings and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology with intentional hands-on learning experiences. Strategy's Expected Result/Impact: - Training for staff on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving, application in learning. - Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia). - Review digital citizenship trainings and resources for learners, families and staff. - Trainings to support balance of technology for hands-on learning. - Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment). - Family training for digital learning, parent university sessions, Lunch Byte, information on Parent Hub. -Continue being a Common Sense Media campus. Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Language Acquisition Specialists, GTi Specialists, Designers, Counselor, STEAM Teacher. Problem Statements: Demographics 1, 4 - Student Learning 1 - Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
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  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 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 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD.
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: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments. 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: Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered. Problem Statement 4: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies within implementation of curriculum, professional learning and resource usage across the district.

Student Learning

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual, and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district.

School Processes & Programs

Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning.

Problem Statement 4: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. **Root Cause:** Lack of funding from the state and sustainability for future needs and decline in learner enrollment.

Problem Statement 5: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Perceptions

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

Problem Statement 2: There is a need to identify/elevate, communicate and evaluate 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 curate curriculum documents, provide training and implement specific programs for needed support/resources for counseling and social emotional learning.

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.

- CISD Strategic Design Work.

-Mindful Mondays on morning broadcast.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue revising, updating, implementing and evaluating current CISD and Lee character curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character education.</p> <p>Including the following character traits per TEA:</p> <ul style="list-style-type: none"> - Courage - Trustworthiness, including honesty, reliability, punctuality, and loyalty - Integrity - Respect and courtesy - Responsibility, including accountability, diligence, perseverance, and self-control - Fairness, including justice and freedom from prejudice - Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity - Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law - School pride - Gratitude <p>Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design.</p> <ul style="list-style-type: none"> - ESSER Grant funds to implement purchases for needs for SEL training and resources for campuses. - Learner growth as indicated through survey/learner goals (academic and social emotional). - Elementary and Secondary Resources available for supports in learning. - Scope and Sequence and curriculum documents of support implemented. - CISD Strategic Design Work. - Implementation of social emotional support structures: class meetings, check-ins and restorative practices. <p>Staff Responsible for Monitoring: Campus Administration, Designers, Counselors</p> <p>Problem Statements: Demographics 1, 2, 3, 4, 5 - Student Learning 4, 6, 7 - School Processes & Programs 2, 3, 5, 7 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Continue building, implementing and evaluating an aligned comprehensive counseling program that includes support for elementary and secondary campuses. (TEA Model - Guidance curriculum, Responsive Services, Individual Planning, and System Support) 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. - Aligned, integrated curriculum that allows for counseling supports (academic and social emotional) throughout the K-5 learning system. - Requirements per the state for 80/20 for counselors (tracking learner support). - Stronger communication with families of academic, social emotional, mental health resources (building on district/campus websites). Staff Responsible for Monitoring: Campus Administration, Designers, Counselors. Problem Statements: Demographics 1, 4, 5 - Student Learning 3, 5, 6 - School Processes & Programs 2, 3, 7 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content). Strategy's Expected Result/Impact: - Continued partnership with SHAC. - Utilization of health curriculum supports for mental health within lesson design. - Learner growth as indicated through survey/learner goals. - Educator training on embedded supports. Staff Responsible for Monitoring: Campus Administration, Designers, PE Coaches. Problem Statements: Demographics 1, 2 - Student Learning 4, 5, 6 - School Processes & Programs 3, 5 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need 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.





Demographics
<p>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.</p> <p>Problem Statement 3: There is a need to focus on the areas in the district identified with significant dis-proportionality. Root Cause: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners</p> <p>Problem Statement 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD.</p> <p>Problem Statement 5: There is a need to enhance communication and engagement for families. Root Cause: Barriers exist within the current system with communication and engagement opportunities.</p>
Student Learning
<p>Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. Root Cause: Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered.</p> <p>Problem Statement 4: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies within implementation of curriculum, professional learning and resource usage across the district.</p> <p>Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual, and economically disadvantaged learners. Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district.</p> <p>Problem Statement 6: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. Root Cause: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners.</p> <p>Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. Root Cause: Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth.</p>
School Processes & Programs
<p>Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. Root Cause: Continued need to build on systemic structures for counseling needs.</p> <p>Problem Statement 3: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. Root Cause: Continued need to build/expand resources/programs.</p> <p>Problem Statement 5: There is a need to continue revisiting and improving efforts with safety and security for the district. Root Cause: Continued requirements per the state and safety needs of learners, staff, facilities, etc.</p> <p>Problem Statement 7: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion). Root Cause: Loss of instruction time for learners and loss of funding from the state.</p>
Perceptions
<p>Problem Statement 1: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. Root Cause: Barriers still exist with understanding/supporting/providing resources for all needs.</p>

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue offering training that supports a focus on mental health, trauma, well being, restorative practices, behavior supports and drug/alcohol/vaping awareness/supports.</p> <p>Strategy's Expected Result/Impact: - Implement training across the campus including sending Coach Hall for Breathe for Change training. - Mindful moments to start each staff meeting. - Increase awareness of unconscious biases. - Feedback from learners and families through Panorama survey. - Increase diversity of new hires. - Implement training across the district (state required and other). - Analyze training impact through reflection tools. - Communicate about Parent University sessions throughout the year. - Counselor Connections on Campuses for updates and training. - Tracking training required in Professional Learning - Powerschool. - Training on attendance - monitoring in Panorama. - Training on Panorama Playbook strategies and monitor implementation - Investigate additional resources/training for drug and alcohol awareness. - Training and resources provided for CISD staff on their mental health (review current supports, mental health sick day, continued training for ways to find balance work/life). - Motivational speaker for CISD staff for renewal and regenerating purpose for mental health, work life balance, empowering others the difference they make as educators to learners and families</p> <p>Staff Responsible for Monitoring: Campus Administration, Designers/Staff, Counselors, Ed Hall</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 6 - School Processes & Programs 1, 2, 3, 5, 7 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. Strategy's Expected Result/Impact: -Threat Assessment process being utilized and strengthening supports for learners in need. -Increase awareness and action plans in order to support all learners with behavior needs. -Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices. -Team approach when looking at behavior data and specific intervention plans for learners. -Learner growth in behavioral needs. -CISD Discipline Matrix being utilized. -Online Truancy course required for learners. -Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives. -District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying. -Use Panorama Student Success Platform to monitor interventions and positive behavior support plans for learners. -Bringing in legal guidance training concerning discipline or campus/district administrators. Staff Responsible for Monitoring: Campus Administration, Counselors, Designers. Problem Statements: Demographics 1, 3, 4 - Student Learning 5, 7 - School Processes & Programs 2, 3, 5, 7 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continue implementation of Crucial Conversations training with staff across the district and implement Poverty Simulation Training in order to strengthen engagement, efficiency, equity, communication and relationships with all stakeholders. Strategy's Expected Result/Impact: -Strengthen skills of staff members when working with others internally and externally. -Reduction in grievances or concerns. -Understanding how to support all learners and families from varying backgrounds. -Strengthen processes and communication across the district. -Crucial Conversations Training - documentation in PL Powerschool (Trainer of Trainers providing training). -Feedback from staff attending the training. Staff Responsible for Monitoring: Campus Administration, Counselors, Designers. Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 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.</p> <p>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.</p> <p>Problem Statement 3: There is a need to focus on the areas in the district identified with significant dis-proportionality. Root Cause: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners</p> <p>Problem Statement 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD.</p>
Student Learning
<p>Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.</p> <p>Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual, and economically disadvantaged learners. Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district.</p> <p>Problem Statement 6: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. Root Cause: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners.</p> <p>Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. Root Cause: Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning.</p> <p>Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. Root Cause: Continued need to build on systemic structures for counseling needs.</p> <p>Problem Statement 3: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. Root Cause: Continued need to build/expand resources/programs.</p> <p>Problem Statement 5: There is a need to continue revisiting and improving efforts with safety and security for the district. Root Cause: Continued requirements per the state and safety needs of learners, staff, facilities, etc.</p> <p>Problem Statement 7: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion). Root Cause: Loss of instruction time for learners and loss of funding from the state.</p>

Perceptions

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





Problem Statement 3: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education.

Goal 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 opportunities and gather feedback from participants on their growth and the impact of the training.

Evaluation Data Sources: Resources district/campus (within Schoology), PLC implementation rubric district/campus, Training documentation, Administrator/Educator feedback, Mentoring Supports and training, PL courses, Feedback surveys on training, Crucial Conversations trainers and training documentation.

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district within professional learning opportunities, tied to CISD Strategic strategy: 1.1 Strategy - Create and implement consistent district-side systems with fidelity that value equitable student support and growth. Strategy's Expected Result/Impact: -Ensure continuous cycle of improvement of Professional Learning Communities (PLCs) as a highly functional PLC is the vehicle by which educator capacity is maximized to support student outcomes within Multi-Tiered Systems of Support (MTSS). -Evidence of PLC/MTSS structures in professional learning. -Increase use of data to support evidence-based decisions for professional learning. -Department meetings, campus meetings, campus intervention/enrichment times. -Support for new educators to the district with mentoring and building blocks for PLC/MTSS. -BEAM support for 1-2 year educators. -Full implementation of Student Success Platform in Panorama. Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Language Acquisition Specialists, GT Facilitator, Designers Problem Statements: Student Learning 1, 2, 3, 4, 5, 7 - School Processes & Programs 7 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain being an Apple Distinguished School. Strategy's Expected Result/Impact: -Increase our learning community and work collaboratively with other Apple Distinguished schools. -Showcase virtual learning opportunities and work samples. -Attend Apple Global Summit. -Encourage staff to explore becoming an Apple Teacher certified. -Present at the national level. Staff Responsible for Monitoring: Campus Administration, Learning Coaches, Designers.	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning. Strategy's Expected Result/Impact: -Continue building repository of training within PowerSchool Professional Learning. -Promote CISD educators presenting and sharing their knowledge both in district, locally in the state and nationally. -Streamline training and gathering of information from various stakeholders. -3-5 year plan for professional learning needs and target specific federal and local funds to ensure continuity and sustainability in the planning process. -Training for paraprofessionals supporting instruction and special education supports. Staff Responsible for Monitoring: Campus Administration, Leaders on campus, Learning Coaches. Problem Statements: Demographics 2 - Student Learning 1, 3 - Perceptions 1, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Create a district system focused on growing the capacity of individuals, concerning staffing opportunities, which helps with sustainability and succession plans for positions in the district. Strategy's Expected Result/Impact: -Mentoring and growing leaders within the district. -Reviewing hiring and recruiting practices and specific outreach to a wide variety of colleges and internship programs for specialized staffing positions (ex: administrators, counselors, diagnosticians, licensed school psychologists, librarians, etc.). -Goal setting focused on possible future roles one might take in education for growth opportunities. -Increasing student teacher participation rates and connections with various colleges. -Pride Pathways - Growing Educator Preparation. -CTE Growing Educator Pathway. -Empowering Leaders in CISD - (PL targeted to staff wanting to grow in education). Staff Responsible for Monitoring: Campus Administration, Leaders on campus. Problem Statements: School Processes & Programs 1, 4 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need 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

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:** Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.

Problem Statement 2: There is a need to continue targeting 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:** Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered.

Problem Statement 4: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies within implementation of curriculum, professional learning and resource usage across the district.

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual, and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district.

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. **Root Cause:** Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth.

School Processes & Programs

Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning.

Problem Statement 4: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. **Root Cause:** Lack of funding from the state and sustainability for future needs and decline in learner enrollment.

Problem Statement 7: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion). **Root Cause:** Loss of instruction time for learners and loss of funding from the state.

Perceptions





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

Problem Statement 3: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education.

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

Performance Objective 2: Lee will continue to investigate, implement and evaluate tools/resources/assessments that monitor growth within the educational system.

Evaluation Data Sources: Utilization of aligned resources purchased by the district, District/Campus common formative assessments, Online district pamphlet created with quantitative/qualitative data, CISD Teacher Incentive Allotment plan, resources and communications.

Strategy 1 Details	Reviews			
Strategy 1: Streamline MTSS process (including: data analysis, standardized intervention tools and progress monitoring) and make connections to the PLC process. Strategy's Expected Result/Impact: - Increase effectiveness of tiered interventions. - Increase usage of data to make evidence-based decisions. - Increase use of aligned resources to monitor learner progress. Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Language Acquisition Specialists, Designers.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Full implementation at all campuses for the CISD Teacher Incentive Allotment (TIA). Strategy's Expected Result/Impact: - Alignment within evaluation practices across the district. - Provide additional funding to educators who meet standards through the TIA. - Onboarding training created for staff about the TIA. - Approval from the state for TIA. - Increase efforts concerning recruitment with the implementation of TIA. Staff Responsible for Monitoring: Campus Administration. Problem Statements: Student Learning 1, 4, 5, 7 - School Processes & Programs 1 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

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: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.

Student Learning

Problem Statement 4: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies within implementation of curriculum, professional learning and resource usage across the district.

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual, and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district.

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. **Root Cause:** Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth.

School Processes & Programs

Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning.





Perceptions

Problem Statement 3: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education.

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

Performance Objective 3: Expand use of digital tools to support specific systems within the district.

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

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing 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. Strategy's Expected Result/Impact: - Increase productivity and efficiency levels for staff. - Reduction of paper and storage needs. - Stronger backup system in case of natural disaster or storage issues. - Strengthening system of housing confidential information. Staff Responsible for Monitoring: Campus Administrators, Counselor, Designers, Language Acquisition Specialists, GT Facilitator, Office Staff. Problem Statements: School Processes & Programs 4, 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to implement and strengthen systems to help support staff and/or learner data privacy and cybersecurity efforts. Strategy's Expected Result/Impact: -Support confidentiality needs of the district due to data privacy laws. -Training of staff on tools to use/not use. -Continued implementation of Parent Square resource. -Data privacy agreements for vendors/service providers. Staff Responsible for Monitoring: Campus Administration, Counselors, Designers. Problem Statements: School Processes & Programs 4, 5	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 4: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. **Root Cause:** Lack of funding from the state and sustainability for future needs and decline in learner enrollment.

Problem Statement 5: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc.

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

Performance Objective 4: LEE will continue to leverage a variety of communication tools to increase clarity and systemic communication of district and campus information for stakeholders.

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

Strategy 1 Details	Reviews			
Strategy 1: Leverage multimedia platforms to enhance communication and engagement of all stakeholders (ex: virtual PTO meetings, Parent Hub for digital citizenship) to communication to all staff, families and community members. Strategy's Expected Result/Impact: - Usage of multimedia platforms by campus. - Increased level of communication for stakeholders. - Increase in parent engagement on campus. Staff Responsible for Monitoring: Campus Administration, Designers, Campus Web-Liaison, Counselor, Learning Coaches. Problem Statements: Demographics 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue efforts with communication to all staff, families and community members as we work through processes with sharing learning happening across the district, strategic design efforts, budgeting needs and working through bond projects. Strategy's Expected Result/Impact: -Increased engagement for staff, families, learners and community members in what is happening in CISD. Staff Responsible for Monitoring: Campus Administration, Designers, Campus Web-Liaison, Counselor, Learning Coaches. Problem Statements: Demographics 1, 4, 5 - Student Learning 3, 5 - School Processes & Programs 2, 7 - Perceptions 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: 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.</p> <p>Problem Statement 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD.</p> <p>Problem Statement 5: There is a need to enhance communication and engagement for families. Root Cause: Barriers exist within the current system with communication and engagement opportunities.</p>
Student Learning
<p>Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. Root Cause: Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered.</p> <p>Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual, and economically disadvantaged learners. Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district.</p>
School Processes & Programs
<p>Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. Root Cause: Continued need to build on systemic structures for counseling needs.</p> <p>Problem Statement 7: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion). Root Cause: Loss of instruction time for learners and loss of funding from the state.</p>
Perceptions
<p>Problem Statement 1: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. Root Cause: Barriers still exist with understanding/supporting/providing resources for all needs.</p> <p>Problem Statement 2: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth.</p> <p>Problem Statement 3: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. Root Cause: Lack of individuals choosing to work in public education.</p>





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

Performance Objective 5: Lee will continue to review and maintain safety and security practices and will implement any additional strategies/protocols put in place by the state.

- Evaluation Data Sources:** - Safety and security drills.
- Door sweeps.
 - Safety and security training for all staff.
 - Safety and security training for learners.
 - Continued implementation of Raptor.
 - Communication for families.
 - Final bond project updates being completed and communicated.

Strategy 1 Details	Reviews			
Strategy 1: Ensure all safety drills take place within the district, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/recommendations. Strategy's Expected Result/Impact: -Aligned practices for safety and security across the district. -Aligned training for staff and learners in CISD. -Safety of learners and staff in CISD. -Communication to all stakeholders about safety and practices of CISD. -Continued implementation of door sweeps on campuses and district buildings at least once each week during instructional days. -Review of current district practices and staff hired to help support safety. -Bond projects focused on safety being completed across the district: camera installations, panic buttons, etc. Staff Responsible for Monitoring: Campus Administration, Designers. Problem Statements: School Processes & Programs 1, 5 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Begin rollout and implementation with the following areas of CISD Strategic Design: Objective 8 - Ensure consistent and proactive standards, upheld by all community members, for the physical safety of learners and staff. 8.1 Strategy - Develop a plan to assess gaps in current safety protocols and processes. 8.2 Strategy - Increase accountability of individual roles in safety protocols. Strategy's Expected Result/Impact: 8.1.1 Specific Result - Focus on developing strategies to improve active and timely communication, technology, perimeter security, and traffic management at each campus, ensuring consistent and proactive standards for the physical safety of learners and staff. 8.2.1 Specific Result - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders. Staff Responsible for Monitoring: Campus Administrators. Problem Statements: School Processes & Programs 4, 5 - Perceptions 1, 3		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning. Problem Statement 4: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. Root Cause: Lack of funding from the state and sustainability for future needs and decline in learner enrollment. Problem Statement 5: There is a need to continue revisiting and improving efforts with safety and security for the district. Root Cause: Continued requirements per the state and safety needs of learners, staff, facilities, etc.
Perceptions
Problem Statement 1: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. Root Cause: Barriers still exist with understanding/supporting/providing resources for all needs. Problem Statement 3: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. Root Cause: Lack of individuals choosing to work in public education.

State Compensatory

Budget for Richard J. Lee Elementary

Total SCE Funds: \$4,600.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Tutors will work with at-risk students before or after school for no more than 60 mins at a time in Reading and Math. Tutors will instruct identified students with additional supports in reading and math. Educators will be provided substitutes to spend the day reviewing student work, analyzing data, and developing lessons, activities, and assessments for upcoming content.

A Site Based Committee

Committee Role	Name	Position
Administrator	Chantel Kastrounis	Principal
Administrator	Angel Buchanan	Assistant Principal
Administrator	Kat Yegge	Assistant Principal
Non-classroom Professional	Angela Garvin	Counselor
Classroom Teacher	Taylor Osborn	Kindergarten Designer
Classroom Teacher	Brittany Gandy	First Grade Designer
Classroom Teacher	Chandana Mohite	Second Grade Designer
Classroom Teacher	Kristi Howard	Third Grade Designer
Classroom Teacher	Stormi Lamb	Fourth Grade Designer
Classroom Teacher	Laura Jennings	Fifth Grade Designer
Non-classroom Professional	Linda Hoffmann	Music Designer
Classroom Teacher	Rikki Mundhada	Special Education Designer
Instructional Coach	Samria Khan	Instructional Coach
Community Representative	Gareth Hughes	Glitch & Company
Parent	Zane Porter	Parent

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3		199-11-6118-00-112-24-000	\$2,800.00
1	2	3		199-11-6112-00-112-24-000	\$1,800.00
Sub-Total					\$4,600.00