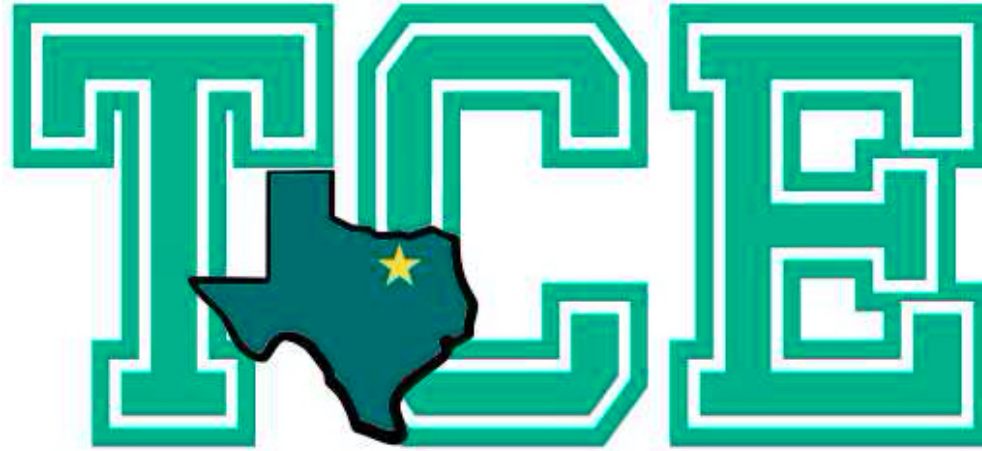# Coppell Independent School District

Town Center Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Coppell ISD Mission Statement

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

Value Statement

Coppell ISD Core Values

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Town Center Elementary is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus, and an alternative education campus. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools. Town Center serves a majority Asian student population in grades EC, K-5. In the 2024-25 school year, total enrollment was 399, which represents a decrease of -23.4% since 2020-21 (521 learners).

In 2024-25, the student population was 43.8% Asian, 34.8% White, 12% Hispanic, 3.5% African American, 0.2% Native Hawaiian/Pacific Islander, and 5.5% multi-racial. Females made up 46.6% of the learners, and males represented 53.4%. Our economically disadvantaged percentage was 13.7%.

Our Emergent Bilingual (EB) population consisted of 69 learners who made up 17.2% of our campus. The top 5 foreign languages spoken by this student group were: Tamil (21.7%), Telugu (20.2%), Arabic (14.4%), Hindi (4.3%), and Japanese (4.3%). Additionally, 27.5% of our EBs were also economically disadvantaged.

Our 51 gifted and talented learners constituted 12.7% of our population. Our gender split in the GT group was 25.4% female and 74.6% male. Of the four major ethnic groups, our GT learners were 50.9% Asian, 41.1% White, 5.8% Hispanic, and 0% African American.

We had 80 learners who qualified for special education services, which represented 20% of our population. There were 13 learners with 504 accommodations, which was 3.2% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 96.13%, which increased by 0.31% from the prior year.

STAFFING

Town Center employed 34 educators and 10 instructional aides in the 2024-25 school year. The number of teachers decreased by 1 from the prior year, while the number of aides increased by 2. The ethnic breakdown for the teaching staff was 2.9% Asian, 88.2% White, 5.8% Hispanic, and 2.9% African American. Females made up 94.1% of the educators, and males represented 5.9%.

Overall, our educators had a varying level of professional experience: 8.8% (3) were new to teaching with 0-1 years of experience, 8.8% (3) had 2-5 years, 20.5% (7) had 6-10 years, 17.6% (6) had 11-15 years, 26.5% (9) had 16-20 years, and 17.6% (6) had more than 20 years. Looking at longevity within the district, 23.5% of our teachers had 0-1 years in the district, 26.4% had 2-5 years, 23.5% had 6-10 years, 8.8% had 11-15 years, 11.7% had 16-20 years, and 5.8% had more than 20 years. The average years of professional experience was 12.8, with 7.5 years in the district.

Advanced degrees were held by 17.6% of our teachers: 6 with master's degrees. Our campus principal had 25 years of career experience in an educational position (not necessarily as a principal) and 19 years in Coppell. Our assistant principal had 22 years of professional experience and 0 years in the district.

Our educator retention rate from 2023-24 to 2024-25 was 94.4%. For educational aides, it was 70%. We hired 1 new teacher in 2024-25. The characteristics of our new teachers were as follows: 100% Asian, 100% female, 100% with 2-5 years of professional experience, and 100% new to the campus. The average years of professional experience was 5,

with 0 years in the district. 100% of our new teachers had advanced degrees.

Demographics Strengths

- Town Center serves a diverse group of learners.
- The educator retention rate is 94.4%.
- The average years of professional experience for educators on our campus is 12.8, with 7.5 years in the district.
- 17.6 % of our educators hold advanced degrees.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rates remain inconsistent, limiting learner access to Tier I instruction and impacting academic growth.
Root Cause: Families and learners may need additional communication, encouragement, and support to fully understand the academic impact of time lost and to reinforce the value of consistent attendance.

Problem Statement 2 (Prioritized): While overall Reading (78% Meets) and Math (81% Meets) performance are strong, gaps remain in sub-populations (SPED, EB) and in moving more learners to higher performance levels.
Root Cause: The campus is continuing to build consistency in Tier I small group instruction, formative assessment practices, and vertical alignment of literacy/numeracy skills, while strengthening MTSS supports.

Student Learning

Student Learning Summary

mCLASS K-5:

Click HERE for Kindergarten-5th grade mCLASS composite score differentials between 24-25 BOY, MOY, EOY

NWEA MAP:

Click HERE for the Student Growth Summary Report, which shows aggregate growth from Fall 24 to Spring 25. Click HERE for an explanation if needed.

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Town Center Elementary					
Total Students	19	17	17	18	16
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	17.65%	70.59%	33.33%	37.50%
1 Level Higher	0%	52.94%	11.76%	33.33%	50%
2 Levels Higher	0%	0%	5.88%	5.56%	6.25%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.17	2.84	2.32	2.97	3.2
No Rating	0%	0%	0%	0%	0%
Beginning	15.79%	0%	5.88%	0%	0%
Intermediate	47.37%	35.29%	58.82%	22.22%	0%
Advanced	31.58%	47.06%	35.29%	50%	62.50%
Advanced High	5.26%	17.65%	0%	27.78%	37.50%
Listening Raw Score	0	0	18.59	23.89	20.5
Listening Scale Score	0	0	1596.24	1698.83	1570.06
Speaking Raw Score	0	0	22.47	26.33	28.19
Speaking Scale Score	0	0	1466.65	1534.56	1562.5

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Writing Raw Score	0	0	12.53	17.89	29.75
Writing Scale Score	0	0	1484.24	1515.89	1559.94
Reading Raw Score	0	0	15.12	20.83	25.75
Reading Scale Score	0	0	1496.29	1558.94	1643.75
Economic Disadvantage					
Total Students	4	1	6	2	1
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	0%	83.33%	0%	0%
1 Level Higher	0%	100%	0%	100%	100%
2 Levels Higher	0%	0%	16.67%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.28	3	2.2	2.65	2.8
No Rating	0%	0%	0%	0%	0%
Beginning	0%	0%	0%	0%	0%
Intermediate	75%	0%	83.33%	0%	0%
Advanced	25%	100%	16.67%	100%	100%
Advanced High	0%	0%	0%	0%	0%
Listening Raw Score	0	0	17.5	21.5	17
Listening Scale Score	0	0	1571.83	1627	1516
Speaking Raw Score	0	0	23	26.5	27
Speaking Scale Score	0	0	1473	1538	1538
Writing Raw Score	0	0	11.67	15.5	28
Writing Scale Score	0	0	1459.83	1480	1545
Reading Raw Score	0	0	14.17	18	19
Reading Scale Score	0	0	1486.17	1519.5	1542
Asian					
Total Students	17	15	11	16	14

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	20%	63.64%	31.25%	42.86%
1 Level Higher	0%	53.33%	18.18%	31.25%	42.86%
2 Levels Higher	0%	0%	9.09%	6.25%	7.14%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.16	2.86	2.38	2.91	3.21
No Rating	0%	0%	0%	0%	0%
Beginning	17.65%	0%	9.09%	0%	0%
Intermediate	47.06%	33.33%	45.45%	25%	0%
Advanced	29.41%	46.67%	45.45%	50%	64.29%
Advanced High	5.88%	20%	0%	25%	35.71%
Listening Raw Score	0	0	18.45	23.63	20.57
Listening Scale Score	0	0	1590.64	1689.88	1571.5
Speaking Raw Score	0	0	22	26.13	28.43
Speaking Scale Score	0	0	1460.18	1530.44	1566.93
Writing Raw Score	0	0	13.45	17.31	30
Writing Scale Score	0	0	1502.55	1507.13	1562.07
Reading Raw Score	0	0	16	20.56	26.07
Reading Scale Score	0	0	1503.91	1556.19	1650.57
Hispanic					
Total Students	-	2	1	-	-
Date Taken	-	03/01/25	03/01/25	-	-
Lower/Same Level	-	0%	0%	-	-
1 Level Higher	-	50%	0%	-	-
2 Levels Higher	-	0%	0%	-	-
3 Levels Higher	-	0%	0%	-	-
TELPAS Composite Score	-	2.65	2	-	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
No Rating	-	0%	0%	-	-
Beginning	-	0%	0%	-	-
Intermediate	-	50%	100%	-	-
Advanced	-	50%	0%	-	-
Advanced High	-	0%	0%	-	-
Listening Raw Score	-	0	19	-	-
Listening Scale Score	-	0	1582	-	-
Speaking Raw Score	-	0	26	-	-
Speaking Scale Score	-	0	1520	-	-
Writing Raw Score	-	0	10	-	-
Writing Scale Score	-	0	1464	-	-
Reading Raw Score	-	0	9	-	-
Reading Scale Score	-	0	1428	-	-
Two or More Races					
Total Students	1	-	-	-	-
Date Taken	03/01/25	-	-	-	-
Lower/Same Level	0%	-	-	-	-
1 Level Higher	0%	-	-	-	-
2 Levels Higher	0%	-	-	-	-
3 Levels Higher	0%	-	-	-	-
TELPAS Composite Score	2.5	-	-	-	-
No Rating	0%	-	-	-	-
Beginning	0%	-	-	-	-
Intermediate	0%	-	-	-	-
Advanced	100%	-	-	-	-
Advanced High	0%	-	-	-	-
Listening Raw Score	0	-	-	-	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Listening Scale Score	0	-	-	-	-
Speaking Raw Score	0	-	-	-	-
Speaking Scale Score	0	-	-	-	-
Writing Raw Score	0	-	-	-	-
Writing Scale Score	0	-	-	-	-
Reading Raw Score	0	-	-	-	-
Reading Scale Score	0	-	-	-	-
White					
Total Students	1	-	5	2	2
Date Taken	03/01/25	-	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	-	100%	50%	0%
1 Level Higher	0%	-	0%	50%	100%
2 Levels Higher	0%	-	0%	0%	0%
3 Levels Higher	0%	-	0%	0%	0%
TELPAS Composite Score	2	-	2.24	3.4	3.15
No Rating	0%	-	0%	0%	0%
Beginning	0%	-	0%	0%	0%
Intermediate	100%	-	80%	0%	0%
Advanced	0%	-	20%	50%	50%
Advanced High	0%	-	0%	50%	50%
Listening Raw Score	0	-	18.8	26	20
Listening Scale Score	0	-	1611.4	1770.5	1560
Speaking Raw Score	0	-	22.8	28	26.5
Speaking Scale Score	0	-	1470.2	1567.5	1531.5
Writing Raw Score	0	-	11	22.5	28
Writing Scale Score	0	-	1448	1586	1545
Reading Raw Score	0	-	14.4	23	23.5

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Reading Scale Score	0	-	1493.2	1581	1596
Currently Emergent Bilingual					
Total Students	19	17	17	18	16
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	17.65%	70.59%	33.33%	37.50%
1 Level Higher	0%	52.94%	11.76%	33.33%	50%
2 Levels Higher	0%	0%	5.88%	5.56%	6.25%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.17	2.84	2.32	2.97	3.2
No Rating	0%	0%	0%	0%	0%
Beginning	15.79%	0%	5.88%	0%	0%
Intermediate	47.37%	35.29%	58.82%	22.22%	0%
Advanced	31.58%	47.06%	35.29%	50%	62.50%
Advanced High	5.26%	17.65%	0%	27.78%	37.50%
Listening Raw Score	0	0	18.59	23.89	20.5
Listening Scale Score	0	0	1596.24	1698.83	1570.06
Speaking Raw Score	0	0	22.47	26.33	28.19
Speaking Scale Score	0	0	1466.65	1534.56	1562.5
Writing Raw Score	0	0	12.53	17.89	29.75
Writing Scale Score	0	0	1484.24	1515.89	1559.94
Reading Raw Score	0	0	15.12	20.83	25.75
Reading Scale Score	0	0	1496.29	1558.94	1643.75
Special Ed Indicator					
Total Students	6	1	4	-	1
Date Taken	03/01/25	03/01/25	03/01/25	-	03/01/25
Lower/Same Level	0%	0%	75%	-	100%
1 Level Higher	0%	0%	25%	-	0%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
2 Levels Higher	0%	0%	0%	-	0%
3 Levels Higher	0%	0%	0%	-	0%
TELPAS Composite Score	1.67	3	1.53	-	3
No Rating	0%	0%	0%	-	0%
Beginning	33.33%	0%	25%	-	0%
Intermediate	66.67%	0%	75%	-	0%
Advanced	0%	100%	0%	-	100%
Advanced High	0%	0%	0%	-	0%
Listening Raw Score	0	0	11.25	-	20
Listening Scale Score	0	0	1486.75	-	1554
Speaking Raw Score	0	0	19.75	-	30
Speaking Scale Score	0	0	1430.5	-	1595
Writing Raw Score	0	0	7.25	-	37
Writing Scale Score	0	0	1394.25	-	1623
Reading Raw Score	0	0	8	-	16
Reading Scale Score	0	0	1415.25	-	1509

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Town Center Elementary			
Total Students	72	72	74
Raw Score	34	26	33
Scale Score	1574	1582	1618
Percent Score	65.14%	70.31%	63.33%
Approaches Grade Level (TX)	93.06%	88.89%	93.24%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Meets Grade Level (TX)	77.78%	80.56%	71.62%
Masters Grade Level (TX)	48.61%	41.67%	32.43%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	2.78%	2.78%	4.05%
Did Not Meet High	4.17%	8.33%	2.70%
Approaches Low	8.33%	1.39%	6.76%
Approaches High	6.94%	6.94%	14.86%
Meets	29.17%	38.89%	39.19%
Masters	48.61%	41.67%	32.43%
Economic Disadvantage			
Total Students	10	10	7
Raw Score	29	20	30
Scale Score	1505	1463	1569
Percent Score	55.77%	54.32%	57.42%
Approaches Grade Level (TX)	90%	60%	71.43%
Meets Grade Level (TX)	50%	40%	71.43%
Masters Grade Level (TX)	30%	20%	14.29%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	10%	40%	28.57%
Approaches Low	20%	0%	0%
Approaches High	20%	20%	0%
Meets	20%	20%	57.14%
Masters	30%	20%	14.29%
Asian			

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Total Students	36	36	36
Raw Score	36	29	36
Scale Score	1604	1642	1650
Percent Score	68.86%	77.10%	69.02%
Approaches Grade Level (TX)	100%	97.22%	97.22%
Meets Grade Level (TX)	83.33%	91.67%	88.89%
Masters Grade Level (TX)	50%	55.56%	38.89%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	2.78%	2.78%
Did Not Meet High	0%	0%	0%
Approaches Low	5.56%	0%	0%
Approaches High	11.11%	5.56%	8.33%
Meets	33.33%	36.11%	50%
Masters	50%	55.56%	38.89%
Black/African American			
Total Students	3	3	1
Raw Score	18	18	19
Scale Score	1332	1411	1446
Percent Score	33.97%	47.75%	36.54%
Approaches Grade Level (TX)	33.33%	33.33%	100%
Meets Grade Level (TX)	33.33%	33.33%	0%
Masters Grade Level (TX)	0%	0%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	33.33%	0%	0%
Did Not Meet High	33.33%	66.67%	0%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Approaches Low	0%	0%	100%
Approaches High	0%	0%	0%
Meets	33.33%	33.33%	0%
Masters	0%	0%	0%
Hispanic			
Total Students	11	11	5
Raw Score	32	21	27
Scale Score	1547	1479	1525
Percent Score	60.84%	57.99%	52.31%
Approaches Grade Level (TX)	81.82%	72.73%	80%
Meets Grade Level (TX)	63.64%	54.55%	60%
Masters Grade Level (TX)	45.45%	27.27%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	20%
Did Not Meet High	18.18%	27.27%	0%
Approaches Low	18.18%	9.09%	0%
Approaches High	0%	9.09%	20%
Meets	18.18%	27.27%	60%
Masters	45.45%	27.27%	0%
Native Hawaiian/Pacific Islander			
Total Students	-	-	-
Raw Score	-	-	-
Scale Score	-	-	-
Percent Score	-	-	-
Approaches Grade Level (TX)	-	-	-
Meets Grade Level (TX)	-	-	-

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Masters Grade Level (TX)	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
Two or More Races			
Total Students	4	4	3
Raw Score	39	26	26
Scale Score	1633	1595	1519
Percent Score	74.04%	68.92%	50%
Approaches Grade Level (TX)	100%	100%	66.67%
Meets Grade Level (TX)	100%	75%	33.33%
Masters Grade Level (TX)	75%	25%	33.33%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	33.33%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	25%	33.33%
Meets	25%	50%	0%
Masters	75%	25%	33.33%
White			
Total Students	18	18	29

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Raw Score	33	25	31
Scale Score	1556	1549	1609
Percent Score	63.57%	68.32%	60.48%
Approaches Grade Level (TX)	94.44%	88.89%	93.10%
Meets Grade Level (TX)	77.78%	83.33%	58.62%
Masters Grade Level (TX)	50%	33.33%	31.03%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	5.56%	5.56%	0%
Did Not Meet High	0%	5.56%	6.90%
Approaches Low	11.11%	0%	13.79%
Approaches High	5.56%	5.56%	20.69%
Meets	27.78%	50%	27.59%
Masters	50%	33.33%	31.03%
Currently Emergent Bilingual			
Total Students	18	18	15
Raw Score	32	27	31
Scale Score	1545	1593	1584
Percent Score	61.54%	72.82%	59.10%
Approaches Grade Level (TX)	100%	94.44%	86.67%
Meets Grade Level (TX)	66.67%	88.89%	66.67%
Masters Grade Level (TX)	33.33%	50%	33.33%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	5.56%	6.67%
Did Not Meet High	0%	0%	6.67%
Approaches Low	11.11%	0%	0%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Approaches High	22.22%	5.56%	20%
Meets	33.33%	38.89%	33.33%
Masters	33.33%	50%	33.33%
First Year of Monitoring			
Total Students	-	-	1
Raw Score	-	-	39
Scale Score	-	-	1682
Percent Score	-	-	75%
Approaches Grade Level (TX)	-	-	100%
Meets Grade Level (TX)	-	-	100%
Masters Grade Level (TX)	-	-	100%
Date Taken	-	-	05/01/25
Excluded	-	-	0%
Did Not Meet Low	-	-	0%
Did Not Meet High	-	-	0%
Approaches Low	-	-	0%
Approaches High	-	-	0%
Meets	-	-	0%
Masters	-	-	100%
Fourth Year of Monitoring			
Total Students	-	-	-
Raw Score	-	-	-
Scale Score	-	-	-
Percent Score	-	-	-
Approaches Grade Level (TX)	-	-	-
Meets Grade Level (TX)	-	-	-
Masters Grade Level (TX)	-	-	-

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
Second Year of Monitoring			
Total Students	1	1	-
Raw Score	48	32	-
Scale Score	1851	1706	-
Percent Score	92.31%	86.49%	-
Approaches Grade Level (TX)	100%	100%	-
Meets Grade Level (TX)	100%	100%	-
Masters Grade Level (TX)	100%	100%	-
Date Taken	05/01/25	05/01/25	-
Excluded	0%	0%	-
Did Not Meet Low	0%	0%	-
Did Not Meet High	0%	0%	-
Approaches Low	0%	0%	-
Approaches High	0%	0%	-
Meets	0%	0%	-
Masters	100%	100%	-
Third Year of Monitoring			
Total Students	-	-	-
Raw Score	-	-	-

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Scale Score	-	-	-
Percent Score	-	-	-
Approaches Grade Level (TX)	-	-	-
Meets Grade Level (TX)	-	-	-
Masters Grade Level (TX)	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
Special Ed Indicator			
Total Students	16	16	16
Raw Score	26	22	23
Scale Score	1445	1491	1481
Percent Score	49.04%	58.28%	43.51%
Approaches Grade Level (TX)	68.75%	62.50%	81.25%
Meets Grade Level (TX)	50%	50%	25%
Masters Grade Level (TX)	31.25%	25%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	12.50%	6.25%	12.50%
Did Not Meet High	18.75%	31.25%	6.25%
Approaches Low	18.75%	6.25%	25%
Approaches High	0%	6.25%	31.25%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Meets	18.75%	25%	25%
Masters	31.25%	25%	0%

As we go into 2025-2026, 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

Many of our learners have been responsive to both interventions and enrichment, specifically in the younger grade levels, as indicated in NWEA MAP and mCLASS data. In the area of reading, all K-5 grade levels met or exceeded the yearly projected growth on the NWEA MAP assessment as a grade level. In the area of math, kindergarten, first grade, and fifth grade met or exceeded the yearly projected growth on the NWEA Map assessment as a grade level. In the area of science, all grade levels tested (3rd-5th) met or exceeded the yearly projected growth on the NWEA MAP assessment as a grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MTSS processes for academic supports are not yet fully consistent across classrooms, which can limit learner growth.
Root Cause: Staff are continuing to refine academic resources, progress monitoring systems, and practices so that supports are well-aligned and consistently applied.

School Processes & Programs

School Processes & Programs Summary

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

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

School Processes & Programs Strengths

- Educators serve in different leadership capacities on both campus and district levels.
- Technology is used strategically across the campus as a tool for learning and creating.
- Numerous systems are in place to support the campus implementation of Professional Learning Communities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Learners need more authentic enrichment, hands-on learning, and STEAM integration, with real-world applications and opportunities to showcase learning.
Root Cause: The campus is working to expand rigor in STEAM lessons, strengthen cross-curricular and real-world connections, and provide more consistent structures for hands-on learning and learner showcasing.

Problem Statement 2 (Prioritized): Learners demonstrate inconsistent levels of perseverance, grit, and self-regulation, impacting academic stamina and SEL growth.
Root Cause: Teachers and staff are continuing to embed explicit SEL instruction and provide learners with more opportunities for extended practice in sustained academic tasks.

Problem Statement 3 (Prioritized): Discipline referrals and threat assessments indicate a need for stronger interventions and monitoring.
Root Cause: The campus is continuing to strengthen its systems for analyzing safety data and aligning interventions to support learners effectively.

Perceptions

Perceptions Summary

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

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.
Engagement: We value collective engagement that positively impacts the lives of our children and our world.
Great Teaching: We value great teaching because we believe it is the key to deep learning.
Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

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

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent and community engagement participation remains below desired levels to maximize support for academic and SEL growth.
Root Cause: The campus is continuing to broaden communication strategies, create more structured opportunities for families to engage, and strengthen partnerships to enrich learning.

Priority Problem Statements

Problem Statement 1: Attendance rates remain inconsistent, limiting learner access to Tier I instruction and impacting academic growth.

Root Cause 1: Families and learners may need additional communication, encouragement, and support to fully understand the academic impact of time lost and to reinforce the value of consistent attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: While overall Reading (78% Meets) and Math (81% Meets) performance are strong, gaps remain in sub-populations (SPED, EB) and in moving more learners to higher performance levels.

Root Cause 2: The campus is continuing to build consistency in Tier I small group instruction, formative assessment practices, and vertical alignment of literacy/numeracy skills, while strengthening MTSS supports.

Problem Statement 2 Areas: Demographics

Problem Statement 3: MTSS processes for academic supports are not yet fully consistent across classrooms, which can limit learner growth.

Root Cause 3: Staff are continuing to refine academic resources, progress monitoring systems, and practices so that supports are well-aligned and consistently applied.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Learners need more authentic enrichment, hands-on learning, and STEAM integration, with real-world applications and opportunities to showcase learning.

Root Cause 4: The campus is working to expand rigor in STEAM lessons, strengthen cross-curricular and real-world connections, and provide more consistent structures for hands-on learning and learner showcasing.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Learners demonstrate inconsistent levels of perseverance, grit, and self-regulation, impacting academic stamina and SEL growth.

Root Cause 5: Teachers and staff are continuing to embed explicit SEL instruction and provide learners with more opportunities for extended practice in sustained academic tasks.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Discipline referrals and threat assessments indicate a need for stronger interventions and monitoring.

Root Cause 6: The campus is continuing to strengthen its systems for analyzing safety data and aligning interventions to support learners effectively.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Parent and community engagement participation remains below desired levels to maximize support for academic and SEL growth.

Root Cause 7: The campus is continuing to broaden communication strategies, create more structured opportunities for families to engage, and strengthen partnerships to enrich learning.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 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

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
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

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: Increase the percentage of 3rd-grade students earning Meets Grade Level and above on the Reading STAAR from 78%-88% and Math STAAR from 81%- 91% by May 2029.

Strategy 1 Details	Reviews			
Strategy 1: Implement daily small group reading instruction guided by mCLASS/MAP/STAAR/formative data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners demonstrate increased mastery of reading TEKS, shown in district, state, and classroom assessments.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Learning Coach, Principal, Assistant Principal **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Provide daily phonemic awareness for PK-1 (Heggerty PK-1, Bridge the Gap 2-5 resource used as needed)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Early literacy gaps decrease, reducing upper-grade intervention needs **Staff Responsible for Monitoring:** PK-5 Teachers, Learning Coach, Administrators	**Nov**	**Feb**	**Apr**	**June**
Problem Statements: Demographics 2				

Strategy 3 Details	Reviews			
Strategy 3: Conduct grade-level collaborative team time to review data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Instructional adjustments occur in real time, improving growth for all sub-populations. Collaborative team decisions result in consistent intervention and enrichment plans, improving growth for all sub-populations.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Learning Coach, Administrators **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 4 Details	Reviews			
Strategy 4: Teachers apply the district content academy strategies in planning and daily lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tier I instruction improves in consistency and rigor. Increase in learners' engagement and on-task behaviors in reading and math blocks. **Staff Responsible for Monitoring:** Teachers, Learning Coach, Administrators, Content Director **Problem Statements:** Demographics 2	**Nov**	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Strengthen collaboration between GenEd and SPED teachers for targeted academic supports (CTT, Vertical Design Days)	**Formative**			**Summative**
Strategy's Expected Result/Impact: SPED learners achieve at least one year of reading growth. **Staff Responsible for Monitoring:** SPED Teachers, GenEd Teachers, Learning Coach, Administrators **Problem Statements:** Demographics 2 **Funding Sources:** Subs for Design Days - 211 - Title I, Part A - 211-11-6112-00-108-11-000-21160 - $7,500	**Nov**	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Utilize interventionists to provide additional interventions to learners at risk for not meeting grade-level standards or showing significant growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase academic achievement and growth for all learners. **Staff Responsible for Monitoring:** Admin, Learning Coaches **Problem Statements:** Demographics 2 **Funding Sources:** Campus Interventionist - 211 - Title I, Part A - 211-11-6128-00-108-24-000-21160 - $7,000, Intervention Materials - 211 - Title I, Part A - 211-11-6299-00-108-11-000-21160 - $7,227	**Nov**	**Feb**	**Apr**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Embed problem-solving practice and daily opportunities for learners to explain their thinking.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners build stamina and deeper reasoning skills. **Staff Responsible for Monitoring:** Classroom Teachers, Learning Coach, Administrators. **Problem Statements:** Demographics 2 - School Processes & Programs 2	**Nov**	**Feb**	**Apr**	**June**

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: While overall Reading (78% Meets) and Math (81% Meets) performance are strong, gaps remain in sub-populations (SPED, EB) and in moving more learners to higher performance levels.   **Root Cause**: The campus is continuing to build consistency in Tier I small group instruction, formative assessment practices, and vertical alignment of literacy/numeracy skills, while strengthening MTSS supports.

Student Learning
Problem Statement 1: MTSS processes for academic supports are not yet fully consistent across classrooms, which can limit learner growth.   **Root Cause**: Staff are continuing to refine academic resources, progress monitoring systems, and practices so that supports are well-aligned and consistently applied.

School Processes & Programs
Problem Statement 2: Learners demonstrate inconsistent levels of perseverance, grit, and self-regulation, impacting academic stamina and SEL growth.   **Root Cause**: Teachers and staff are continuing to embed explicit SEL instruction and provide learners with more opportunities for extended practice in sustained academic tasks.

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: By May 2026, 100% of teachers will implement at least 2 formative assessments per unit.

Strategy 1 Details			Reviews			
Strategy 1: Provide PD on effective formative assessment practices.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers consistently gather actionable data during instruction. **Staff Responsible for Monitoring:** Administrators, Learning Coach, Teachers. **Problem Statements:** Demographics 2 **Funding Sources:** Global PD Subscription - 199 - State Comp Ed - 199-11-6399-00-108-24-000 - $4,900			**Nov**	**Feb**	**Apr**	**June**
Strategy 2 Details			Reviews			
Strategy 2: Use Collaborative Team Time to create formative assessments and use the data to adjust instruction in real time.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Instruction is responsive to learner needs, reducing gaps. **Staff Responsible for Monitoring:** Administrators, Learning Coach, Teachers. **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** Lead4Ward Field Guides for Campus - 199 - State Comp Ed - 199-11-6399-00-108-24-000 - $250			**Nov**	**Feb**	**Apr**	**June**

◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: While overall Reading (78% Meets) and Math (81% Meets) performance are strong, gaps remain in sub-populations (SPED, EB) and in moving more learners to higher performance levels.   **Root Cause**: The campus is continuing to build consistency in Tier I small group instruction, formative assessment practices, and vertical alignment of literacy/numeracy skills, while strengthening MTSS supports.
Student Learning
Problem Statement 1: MTSS processes for academic supports are not yet fully consistent across classrooms, which can limit learner growth.   **Root Cause**: Staff are continuing to refine academic resources, progress monitoring systems, and practices so that supports are well-aligned and consistently applied.

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

Performance Objective 3: By May 2026, increase % of SPED learners meeting or exceeding one year's growth in reading and math by at least 5%.

    Evaluation Data Sources: STAAR, mCLASS, NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Strengthen co-teaching and inclusion practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: SPED learners access grade-level content with support. **Staff Responsible for Monitoring:** SPED Teachers, GenEd Teachers, Learning Coach, Admin. **Problem Statements:** Demographics 2	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Conduct progress monitoring at a minimum of every other week for SPED learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Data-driven supports accelerate growth in reading and math content and goals. **Staff Responsible for Monitoring:** SPED Teachers, GenEd Teachers, Learning Coach, Admin. **Problem Statements:** Demographics 2	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Provide collaboration time between GenEd and SPED staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Instructional plans are aligned and targeted. **Staff Responsible for Monitoring:** SPED Teachers, GenEd Teachers, Learning Coach, Admin. **Problem Statements:** Demographics 2	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Reinforce progress monitoring fidelity through monitoring protocols.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Interventions and progress monitoring are implemented consistently, increasing growth. **Staff Responsible for Monitoring:** SPED Teachers, GenEd Teachers, Learning Coach, Admin. **Problem Statements:** Demographics 2	Nov	Feb	Apr	June

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: While overall Reading (78% Meets) and Math (81% Meets) performance are strong, gaps remain in sub-populations (SPED, EB) and in moving more learners to higher performance levels.   **Root Cause**: The campus is continuing to build consistency in Tier I small group instruction, formative assessment practices, and vertical alignment of literacy/numeracy skills, while strengthening MTSS supports.

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 4: By May 2026, increase average daily attendance by 1% ensuring learners have consistent access to Tier I instruction.

Strategy 1 Details		Reviews			
Strategy 1: Analyze attendance data every other week.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Trends will be identified early, and interventions can be applied to improve attendance. **Staff Responsible for Monitoring:** Assistant Principal, Teachers, Attendance Aide **Problem Statements:** Demographics 1		**Nov**	**Feb**	**Apr**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: Communicate consistently with families about the impact of attendance on achievement.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Families will be more aware of the importance of consistent attendance and partner with the school to support it. **Staff Responsible for Monitoring:** Assistant Principal, Teachers, Attendance Aide, Counselor **Problem Statements:** Demographics 1		**Nov**	**Feb**	**Apr**	**June**
Strategy 3 Details		**Reviews**			
Strategy 3: Provide both interventions and incentives for attendance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners with chronic absences will receive needed supports, while positive recognition will encourage consistent attendance. **Staff Responsible for Monitoring:** Assistant Principal, Teachers, Attendance Aide, Counselor **Problem Statements:** Demographics 1		**Nov**	**Feb**	**Apr**	**June**
◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Attendance rates remain inconsistent, limiting learner access to Tier I instruction and impacting academic growth.   **Root Cause**: Families and learners may need additional communication, encouragement, and support to fully understand the academic impact of time lost and to reinforce the value of consistent attendance.

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: By May 2026, 100% of K-5 learners will participate in at least 2 enrichment or career-readiness opportunities.

Strategy 1 Details		Reviews			
Strategy 1: Expand STEAM lessons and cross-curricular projects.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners will apply academic content in real-world contexts and demonstrate higher engagement.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: STEAM Teacher, Classroom Teachers, Learning Coach, Admin.					
Problem Statements: School Processes & Programs 1					

Strategy 2 Details		Reviews			
Strategy 2: Offer after-school enrichment clubs and activities.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners will explore passions and interests beyond the core curriculum, increasing sense of belonging.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Club Sponsors, Admin.					
Problem Statements: School Processes & Programs 1					

Strategy 3 Details		Reviews			
Strategy 3: Integrate career readiness and real-world learning experiences into the curriculum.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners will build awareness of future pathways and make connections between learning and careers.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Learning Coach, Admin, STEAM Teacher					
Problem Statements: School Processes & Programs 1					

Strategy 4 Details		Reviews			
Strategy 4: Incorporate instructional technology and digital tools as part of enrichment.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners will develop 21st-century skills in creativity, collaboration, and digital literacy.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Learning Coach, Admin.					
Problem Statements: School Processes & Programs 1					

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Learners need more authentic enrichment, hands-on learning, and STEAM integration, with real-world applications and opportunities to showcase learning. **Root Cause**: The campus is working to expand rigor in STEAM lessons, strengthen cross-curricular and real-world connections, and provide more consistent structures for hands-on learning and learner showcasing.

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: By May 2026, 100% of learners will highlight evidence of learning through portfolios, presentations, or service learning.

Strategy 1 Details				Reviews			
Strategy 1: Continue implementation of Bulb digital learner portfolios.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners will reflect on growth over time and demonstrate mastery across subjects.				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Learning Coach, Admin. **Problem Statements:** School Processes & Programs 1							
Strategy 2 Details				**Reviews**			
Strategy 2: Showcase learner work at Open House, community events, and grade-level exhibitions.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Sharing learner accomplishments will strengthen the partnership between the school, families, and community.				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Admin. **Problem Statements:** School Processes & Programs 1							
◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Learners need more authentic enrichment, hands-on learning, and STEAM integration, with real-world applications and opportunities to showcase learning. **Root Cause**: The campus is working to expand rigor in STEAM lessons, strengthen cross-curricular and real-world connections, and provide more consistent structures for hands-on learning and learner showcasing.

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

Performance Objective 1: By May 2026, improve Panorama SEL scores by 10% in perseverance, grit, and emotional regulation, and increase learner stamina on extended academic tasks.

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
Strategy 1: Implement SEL lessons and morning meetings with a focus on a growth mindset.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners will show increased self-regulation, perseverance, and engagement.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teacher, Counselor, Admin.				
Problem Statements: School Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: Embed extended academic practice in all content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners will build academic stamina and transfer skills across tasks.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Learning Coach, Admin.				
Problem Statements: School Processes & Programs 2				

Strategy 3 Details	Reviews			
Strategy 3: Provide PD on strategies to foster perseverance (goal-setting, chunking, celebrating)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will implement consistent stamina-building practices, and progress will be seen via Panorama Survey results and through teacher classroom observation.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teacher, Learning Coach, Admin.				
Problem Statements: School Processes & Programs 2				

Strategy 4 Details	Reviews			
Strategy 4: Recognize learners' demonstration of grit and stamina through PBIS and classroom recognition.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners will be motivated to apply perseverance strategies and celebrate growth.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Admin, Counselor				
Problem Statements: School Processes & Programs 2				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Learners demonstrate inconsistent levels of perseverance, grit, and self-regulation, impacting academic stamina and SEL growth.   **Root Cause**: Teachers and staff are continuing to embed explicit SEL instruction and provide learners with more opportunities for extended practice in sustained academic tasks.

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

Performance Objective 2: By May 2026, decrease discipline referrals and threat assessments by 15% through consistent review and targeted interventions.

Strategy 1 Details			Reviews			
Strategy 1: Review discipline, behavior, and threat assessment data monthly in leadership meetings.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Trends will be noted to allow for more targeted support, whether individual support or larger patterns (ex., providing lessons on phrasing to use when frustrated).			**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Counselor, Admin.						
Problem Statements: School Processes & Programs 3						
Strategy 2 Details			**Reviews**			
Strategy 2: Provide targeted interventions (behavior plans, restorative practices, SEL supports).			**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners will have tools to de-escalate and self-regulate, improving school culture.			**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Admin, Counselor						
Problem Statements: School Processes & Programs 3						
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue						

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Discipline referrals and threat assessments indicate a need for stronger interventions and monitoring. **Root Cause**: The campus is continuing to strengthen its systems for analyzing safety data and aligning interventions to support learners effectively.

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: By May 2026, increase parent participation in campus events by 10%

Strategy 1 Details	Reviews			
Strategy 1: Expand communication tools (newsletters, social media, personal via phone/email) and track parent access of the tools to target any communication supports needed (ex., translation tools, accessing websites).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Families will stay more informed and increase participation in school events. **Staff Responsible for Monitoring:** Teachers, Admin, PTO **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Host academic and cultural nights for families.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Families will engage in learning activities, building stronger home-school connections. **Staff Responsible for Monitoring:** Teachers, Admin, PTO **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: Provide learning-at-home resources for all families.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Families will reinforce academic skills at home, increasing learner success. **Staff Responsible for Monitoring:** Teachers, Counselor, Admin **Problem Statements:** Perceptions 1 **Funding Sources:** Reading Materials - 211 - Title I, Part A - 211-61-6329-00-108-11-000-21160 - $5,829				

○ No Progress	◯ Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parent and community engagement participation remains below desired levels to maximize support for academic and SEL growth.   **Root Cause**: The campus is continuing to broaden communication strategies, create more structured opportunities for families to engage, and strengthen partnerships to enrich learning.

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

Performance Objective 2: By May 2026, build 5 new community partnerships to support learner opportunities.

Strategy 1 Details		Reviews			
Strategy 1: Partner with local businesses and organizations for STEAM and career experiences.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners will access authentic experiences that expand real-world learning.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Admin, Teachers, Counselor, PTO					
Problem Statements: School Processes & Programs 1					
Strategy 2 Details		Reviews			
Strategy 2: Develop service learning opportunities connected to community partners.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners will contribute meaningfully to the community while practicing leadership.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Counselor, Admin					
Problem Statements: School Processes & Programs 1					
Strategy 3 Details		Reviews			
Strategy 3: Recognize and showcase community partners in campus events.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Partnerships will be sustained and strengthened, expanding resources for learners.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Admin, PTO, Counselor					
Problem Statements: School Processes & Programs 1					

No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Learners need more authentic enrichment, hands-on learning, and STEAM integration, with real-world applications and opportunities to showcase learning. **Root Cause**: The campus is working to expand rigor in STEAM lessons, strengthen cross-curricular and real-world connections, and provide more consistent structures for hands-on learning and learner showcasing.

Campus Funding Summary

			211 - Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Subs for Design Days	211-11-6112-00-108-11-000-21160	$7,500.00
1	1	6	Campus Interventionist	211-11-6128-00-108-24-000-21160	$7,000.00
1	1	6	Intervention Materials	211-11-6299-00-108-11-000-21160	$7,227.00
4	1	3	Reading Materials	211-61-6329-00-108-11-000-21160	$5,829.00
				Sub-Total	$27,556.00
			199 - State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Global PD Subscription	199-11-6399-00-108-24-000	$4,900.00
1	2	2	Lead4Ward Field Guides for Campus	199-11-6399-00-108-24-000	$250.00
				Sub-Total	$5,150.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Robyn Webb	8/21/2025
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	1/8/2025	Robyn Webb	8/21/2025
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	1/8/2023	Robyn Webb	8/21/2025
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Robyn Webb	8/21/2025
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Robyn Webb	8/21/2025
Dropout Prevention	Assistant Superintendent of C&I	1/8/2025	Robyn Webb	8/21/2025
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	1/8/2025	Robyn Webb	8/21/2025
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Robyn Webb	8/21/2025
Post-Secondary Preparedness	Assistant Superintendent of C&I		Robyn Webb	8/21/2025
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	1/30/2023	Robyn Webb	8/21/2025
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	6/10/2025	Robyn Webb	8/21/2025
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	9/21/2023	Robyn Webb	8/21/2025
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	5/30/2025	Robyn Webb	8/21/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Operations Officer	6/24/2024	Robyn Webb	8/21/2025