

Coppell Independent School District
Cottonwood Creek 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.

Vision

Value Statement

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

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

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

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	16
Perceptions	18
Priority Problem Statements	20
Comprehensive Needs Assessment Data Documentation	22
Goals	23
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.	23
Goal 2: 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.	34
Goal 3: Well-being and Mindfulness: We, as CISD, will learn, engage, and work in a safe, inclusive, and responsive environment.	41
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.	46
State Compensatory	52
Budget for Cottonwood Creek Elementary	52
Campus Funding Summary	53

Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Cottonwood Creek Elementary is in Coppel ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. Cottonwood Creek serves a plurality Asian student population in grades EC, K-5. In the 2023-24 school year, total enrollment was 400 which represents a decrease of -21.8% since 2019-20 (512 learners).

In 2023-24, the student population was 45.5% Asian, 31.5% White, 10% Hispanic, 4.5% African American, 0% American Indian/Alaskan Native, 0.2% Native Hawaiian/Pacific Islander and 8% multi-racial. Females made up 44.2% of the learners and males represented 55.8%. Our economically disadvantaged percentage was 10.2%.

Our Emergent Bilingual (EB) population consisted of 80 learners that made up 20% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (20%), Japanese (17.5%), Tamil (6.2%), Hindi (6.2%), and Korean (6.2%). Additionally, 11.2% of our EBs were also economically disadvantaged.

Our 49 gifted and talented learners constituted 12.2% of our population. Our gender split in the GT group was 44.9% female and 55.1% male. Of the four major ethnic groups, our GT learners were 55.1% Asian, 30.6% White, 4% Hispanic and 2% African American.

We had 77 learners that qualified for special education services, which represented 19.2% of our population. There were 8 learners with 504 accommodations, which was 2% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 96.3%, which increased by 0.66% from the prior year.

STAFFING

Cottonwood Creek employed 32 educators and 9 instructional aides in the 2023-24 school year. The number of teachers remained the same from the prior year while the number of aides decreased by 1. The ethnic breakdown for the teaching staff was 0% Asian, 93.7% White, 3.1% Hispanic, 0% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.1% multi-racial. Females made up 96.8% of the educators and males represented 3.2%.

Overall, our educators had a varying level of professional experience: 6.2% (2) were new to teaching with 0-1 years of experience, 21.8% (7) had 2-5 years, 28.1% (9) had 6-10 years, 15.6% (5) had 11-15 years, 12.5% (4) had 16-20 years, and 15.6% (5) had more than 20 years. Looking at longevity within the district, 28.1% of our teachers had 0-1 years in district, 25% had 2-5 years, 21.8% had 6-10 years, 9.3% had 11-15 years, 12.5% had 16-20 years and 3.1% had more than 20 years. The average years of professional experience was 10.8 with 7 years in the district.

Advanced degrees were held by 18.7% of our teachers: 6 with master's degrees and 0 with doctorates. Our campus principal had 50 years of career experience in a professional position (not necessarily as a principal) and 31 years in Coppel. Our assistant principal(s) had an average of 17 years of professional experience and 4 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 90.63%. For educational aides it was 44.44%. We hired 3 new teachers in 2023-24. The characteristics of our new teachers were as follows: 0% Asian, 100% White, 0% Hispanic, 0% African American, 100% female, 0% male, 33.3% new to teaching, 66.6% with 2-5 years of professional

experience, 0% with 6-10 years, 0% with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 9.3% new to the campus. The average years of professional experience was 2 with 0.6 years in the district. 33.3% of our new teachers had advanced degrees.

Demographics Strengths

- Cottonwood Creek Elementary has a diverse student population
- There are numerous languages represented at Cottonwood Creek
- 19% of our student population comes from a home where their native language is not English.
- 12.8% of our student population have been identified as gifted and talented through various screenings
- 71.8% of our teaching staff has greater than 6 years of experience
- Our teacher retention rate is 75.86%, and teachers are committed to the campus
- Families are encouraged to share and celebrate their culture with our school community through curriculum, after-school activities, and culture day
- Our Average Daily Attendance Rate for 2022-2023 was 95.64%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 2: 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

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 focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

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

Student Learning

Student Learning Summary

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
Cottonwood Creek Elementary						
Total Students	12	15	17	13	17	10
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	45.45%	69.23%	75%	30.77%	87.50%
1 Level Higher	%	36.36%	23.08%	25%	69.23%	12.50%
2 Levels Higher	%	18.18%	7.69%	0%	0%	0%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	8.33%	6.67%	5.88%	0%	23.53%	10%
Intermediate	25%	40%	35.29%	46.15%	23.53%	30%
Advanced	66.67%	20%	52.94%	38.46%	17.65%	50%
Advanced High	0%	33.33%	5.88%	15.38%	35.29%	10%
Economic Disadvantage						
Total Students	1	2	1	1	3	-
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	-
Lower/Same Level	%	100%	%	100%	50%	-

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
1 Level Higher	%	0%	%	0%	50%	-
2 Levels Higher	%	0%	%	0%	0%	-
3 Levels Higher	%	0%	%	0%	0%	-
No Rating	0%	0%	0%	0%	0%	-
Beginning	0%	50%	0%	0%	0%	-
Intermediate	100%	50%	100%	0%	33.33%	-
Advanced	0%	0%	0%	100%	33.33%	-
Advanced High	0%	0%	0%	0%	33.33%	-
Asian						
Total Students	11	14	15	13	11	7
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	40%	69.23%	75%	12.50%	80%
1 Level Higher	%	40%	23.08%	25%	87.50%	20%
2 Levels Higher	%	20%	7.69%	0%	0%	0%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	9.09%	7.14%	6.67%	0%	18.18%	0%
Intermediate	18.18%	35.71%	40%	46.15%	36.36%	28.57%
Advanced	72.73%	21.43%	46.67%	38.46%	18.18%	57.14%
Advanced High	0%	35.71%	6.67%	15.38%	27.27%	14.29%
Hispanic						
Total Students	1	-	-	-	1	2
Date Taken	03/01/24	-	-	-	03/01/24	03/01/24
Lower/Same Level	%	-	-	-	0%	100%
1 Level Higher	%	-	-	-	100%	0%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
2 Levels Higher	%	-	-	-	0%	0%
3 Levels Higher	%	-	-	-	0%	0%
No Rating	0%	-	-	-	0%	0%
Beginning	0%	-	-	-	0%	50%
Intermediate	100%	-	-	-	0%	50%
Advanced	0%	-	-	-	0%	0%
Advanced High	0%	-	-	-	100%	0%
Two or More Races						
Total Students	-	1	1	-	-	-
Date Taken	-	03/01/24	03/01/24	-	-	-
Lower/Same Level	-	100%	%	-	-	-
1 Level Higher	-	0%	%	-	-	-
2 Levels Higher	-	0%	%	-	-	-
3 Levels Higher	-	0%	%	-	-	-
No Rating	-	0%	0%	-	-	-
Beginning	-	0%	0%	-	-	-
Intermediate	-	100%	0%	-	-	-
Advanced	-	0%	100%	-	-	-
Advanced High	-	0%	0%	-	-	-
White						
Total Students	-	-	1	-	5	1
Date Taken	-	-	03/01/24	-	03/01/24	03/01/24
Lower/Same Level	-	-	%	-	75%	100%
1 Level Higher	-	-	%	-	25%	0%
2 Levels Higher	-	-	%	-	0%	0%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
3 Levels Higher	-	-	%	-	0%	0%
No Rating	-	-	0%	-	0%	0%
Beginning	-	-	0%	-	40%	0%
Intermediate	-	-	0%	-	0%	0%
Advanced	-	-	100%	-	20%	100%
Advanced High	-	-	0%	-	40%	0%
Currently Emergent Bilingual						
Total Students	12	15	17	13	17	10
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	45.45%	69.23%	75%	30.77%	87.50%
1 Level Higher	%	36.36%	23.08%	25%	69.23%	12.50%
2 Levels Higher	%	18.18%	7.69%	0%	0%	0%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	8.33%	6.67%	5.88%	0%	23.53%	10%
Intermediate	25%	40%	35.29%	46.15%	23.53%	30%
Advanced	66.67%	20%	52.94%	38.46%	17.65%	50%
Advanced High	0%	33.33%	5.88%	15.38%	35.29%	10%
Special Ed Indicator						
Total Students	1	5	2	-	1	2
Date Taken	03/01/24	03/01/24	03/01/24	-	03/01/24	03/01/24
Lower/Same Level	%	66.67%	50%	-	100%	100%
1 Level Higher	%	33.33%	50%	-	0%	0%
2 Levels Higher	%	0%	0%	-	0%	0%
3 Levels Higher	%	0%	0%	-	0%	0%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
No Rating	0%	0%	0%	-	0%	0%
Beginning	0%	20%	50%	-	100%	50%
Intermediate	100%	60%	0%	-	0%	50%
Advanced	0%	0%	50%	-	0%	0%
Advanced High	0%	20%	0%	-	0%	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
Cottonwood Creek Elementary							
Total Students	56	56	71	71	74	74	74
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	10.71%	8.93%	7.04%	9.86%	4.05%	2.70%	8.11%
Did Not Meet High	5.36%	14.29%	7.04%	15.49%	6.76%	2.70%	18.92%
Approaches Low	5.36%	8.93%	7.04%	8.45%	4.05%	12.16%	12.16%
Approaches High	17.86%	14.29%	12.68%	15.49%	8.11%	9.46%	16.22%
Meets	41.07%	32.14%	23.94%	36.62%	21.62%	27.03%	21.62%
Masters	19.64%	21.43%	42.25%	14.08%	55.41%	45.95%	22.97%
Special Ed Indicator							
Total Students	6	6	13	13	13	13	13
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	50%	33.33%	15.38%	15.38%	23.08%	15.38%	46.15%
Did Not Meet High	0%	50%	7.69%	38.46%	23.08%	15.38%	38.46%
Approaches Low	0%	16.67%	15.38%	23.08%	7.69%	30.77%	7.69%
Approaches High	16.67%	0%	30.77%	15.38%	23.08%	7.69%	7.69%
Meets	33.33%	0%	23.08%	7.69%	15.38%	30.77%	0%
Masters	0%	0%	7.69%	0%	7.69%	0%	0%
Section 504							

	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
Total Students	2	2	1	1	3	3	3
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%	33.33%	0%	33.33%
Approaches Low	0%	50%	0%	0%	0%	0%	33.33%
Approaches High	0%	0%	0%	0%	0%	66.67%	0%
Meets	100%	0%	0%	100%	33.33%	0%	33.33%
Masters	0%	50%	100%	0%	33.33%	33.33%	0%
Currently Emergent Bilingual							
Total Students	13	13	17	17	10	10	10
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	15.38%	15.38%	23.53%	23.53%	20%	10%	10%
Did Not Meet High	15.38%	23.08%	23.53%	23.53%	0%	10%	60%
Approaches Low	0%	7.69%	17.65%	0%	20%	20%	0%
Approaches High	23.08%	7.69%	0%	11.76%	20%	20%	0%
Meets	38.46%	38.46%	11.76%	35.29%	30%	20%	30%
Masters	7.69%	7.69%	23.53%	5.88%	10%	20%	0%
Second Year of Monitoring							
Total Students	5	5	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%	20%	0%	0%	-	-	-
Approaches High	20%	0%	0%	0%	-	-	-
Meets	20%	40%	0%	100%	-	-	-
Masters	60%	40%	100%	0%	-	-	-
Third Year of Monitoring							
Total Students	-	-	-	-	5	5	5

	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
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%	20%	20%
Meets	-	-	-	-	0%	20%	40%
Masters	-	-	-	-	100%	60%	20%
Black/African American							
Total Students	4	4	2	2	3	3	3
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	50%	75%	0%	0%	0%	33.33%	33.33%
Did Not Meet High	0%	0%	0%	0%	33.33%	0%	33.33%
Approaches Low	50%	0%	0%	50%	33.33%	0%	0%
Approaches High	0%	25%	0%	50%	0%	0%	0%
Meets	0%	0%	100%	0%	0%	33.33%	33.33%
Masters	0%	0%	0%	0%	33.33%	33.33%	0%
Hispanic							
Total Students	5	5	11	11	7	7	7
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	20%	0%	0%	9.09%	28.57%	14.29%	42.86%
Did Not Meet High	0%	20%	0%	18.18%	28.57%	14.29%	57.14%
Approaches Low	0%	60%	9.09%	18.18%	0%	28.57%	0%
Approaches High	40%	20%	18.18%	27.27%	14.29%	28.57%	0%
Meets	40%	0%	27.27%	27.27%	28.57%	14.29%	0%
Masters	0%	0%	45.45%	0%	0%	0%	0%
Asian							
Total Students	33	33	24	24	39	39	39
Excluded	0%	0%	0%	0%	0%	0%	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
Did Not Meet Low	9.09%	6.06%	12.50%	12.50%	0%	0%	2.56%
Did Not Meet High	6.06%	9.09%	16.67%	12.50%	2.56%	0%	12.82%
Approaches Low	0%	3.03%	8.33%	4.17%	5.13%	7.69%	12.82%
Approaches High	12.12%	9.09%	0%	8.33%	5.13%	5.13%	15.38%
Meets	45.45%	42.42%	8.33%	29.17%	20.51%	23.08%	23.08%
Masters	27.27%	30.30%	54.17%	33.33%	66.67%	64.10%	33.33%
Two or More Races							
Total Students	-	-	9	9	3	3	3
Excluded	-	-	0%	0%	0%	0%	0%
Did Not Meet Low	-	-	0%	0%	0%	0%	0%
Did Not Meet High	-	-	0%	33.33%	0%	0%	33.33%
Approaches Low	-	-	0%	11.11%	0%	33.33%	0%
Approaches High	-	-	44.44%	11.11%	0%	0%	0%
Meets	-	-	33.33%	33.33%	0%	0%	0%
Masters	-	-	22.22%	11.11%	100%	66.67%	66.67%
White							
Total Students	14	14	25	25	22	22	22
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	8%	12%	4.55%	0%	4.55%
Did Not Meet High	7.14%	28.57%	4%	12%	4.55%	4.55%	13.64%
Approaches Low	7.14%	7.14%	8%	4%	0%	13.64%	18.18%
Approaches High	28.57%	21.43%	12%	16%	13.64%	13.64%	27.27%
Meets	42.86%	28.57%	28%	52%	27.27%	40.91%	27.27%
Masters	14.29%	14.29%	40%	4%	50%	27.27%	9.09%
Economic Disadvantage							
Total Students	5	5	10	10	8	8	8
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	20%	0%	20%	0%	12.50%	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
Did Not Meet High	0%	20%	10%	20%	12.50%	0%	37.50%
Approaches Low	40%	0%	10%	10%	12.50%	12.50%	12.50%
Approaches High	20%	40%	40%	30%	12.50%	12.50%	12.50%
Meets	40%	20%	20%	20%	37.50%	50%	12.50%
Masters	0%	0%	20%	0%	25%	12.50%	0%

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

Overall performance on STAAR is above state levels

4th Grade learners who Mastered the Reading STAAR was 42.25%.

5th Grade learners who A Mastered the Reading STAAR was 55.41%.

Special Education learners Approaching Standard in Reading increased by 10%.

Economically Disadvantaged Learners scored Approaches, Meeting or Mastering the STAAR was at a rate of 90%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (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 2 (Prioritized): There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

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

Problem Statement 4 (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 5 (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

Problem Statement 6 (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 7 (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 8 (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 with implementation curriculum, professional learning and resource usage across the district

Problem Statement 9: There is a need to utilize both qualitative and quantitative data to advance 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 10: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 11 (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

School Processes & Programs

School Processes & Programs Summary

For the past several years, Cottonwood Creek has utilized the model of Dufour's Professional Learning Communities. The campus schedule has been redesigned to offer uninterrupted time for our teams to meet and is now designated as our Collaborative Team Time. During this time collaborative team members identify essential standards, create common formative assessments aligned to the standards, examine and analyze student data and performance, and address the needs for intervention and extensions for all learners. During Collaborative Team Time, our Instructional Coach, GTi Specialist, Media Specialist, and ESL Facilitator are available for assistance. Administration and our counselor are also available.

Cottonwood Creek follows the state standards (TEKS) and district curriculum documents and resources in order to provide a guaranteed and viable curriculum for all learners. The primary instructional structure used by CCE educators is the workshop model. This research-based mode of instruction provides for a brief mini-lesson with an instructional focus followed by independent or paired practice. During this time, the educator meets with students in targeted small groups or one-on-one. This provides opportunities for immediate and specific feedback to our learners. Educators work with our learners to set individual goals and track their progress.

As part of the hiring process at CCE, a conscientious effort is made to hire highly qualified and diverse personnel. In addition, CCE strives to hire individuals who fit the CISD educator profile. Staff members are encouraged to attend staff development opportunities that will enhance their classroom skills and ability meet the needs of their learners. Staff meetings, team leader meetings, vertical team meetings,, and Collaborative Team Time are opportunities for professional growth and are increasingly differentiated to meet educator needs. Ongoing learning walks and teacher observations are also an opportunity for job-embedded professional development and educator collaboration.

Our RtI process for math, ELAR, and behavior is well-established and supports both the educator and learner. The RtI team meets to discuss specific student concerns and track progress. When learners are not making expected progress through the RtI process, referrals for testing or other next steps are considered and/or taken.

School Processes & Programs Strengths

- Special Education and Dyslexia Programs
- Flexible Learning Environments
- School Garden Program
- Digital Learning Opportunities
- Professional Learning Communities
- Collaborative Team Time
- WIN Time
- Extra-Curricular Activities
- Genius Hour
- Leadership Books

- Healthy Zone School

Problem Statements Identifying School Processes & Programs 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 ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of alignment across the district with Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning , writing and math skills focused on early intervention and identification of needs

Problem Statement 3: 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 4 (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 implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 5: 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 6 (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 7 (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 8 (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 9: There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning. **Root Cause:** Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications

Problem Statement 10: 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 11 (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

Perceptions

Perceptions Summary

Cottonwood Creek Elementary prides itself in being a warm, welcoming environment where learners and their families feel loved and valued. The doors of CCE are open to hundreds of visitors each year who come to see transformational teaching, learner leadership, and engaging learning in action.

Safety is a priority at CCE. Safety audits conducted by both Region 10 and CISD deemed CCE a safe school including several accommodations. The school community participates in frequent fire, shelter, lockdown, and lockout drills including those monitored by the Coppell Police. In addition, 100% of the CCE staff is CPR trained and have participated in SRP training.

CCE works to maintain a positive school climate and keeps open communication with all stakeholders. Activities/events such as Special Friend's Day, Spirit Nights, and Walk to School Wednesdays are opportunities for staff, learners, and families to come together as a school community. Cottonwood Creek has formed several partnerships with organizations from CHS including KCBY, the Yearbook Club, all of the sports teams, and in addition, the school enjoys partnerships with North Texas Tae Kwon Do, Creative After School Theatre, Wize Academy, and Cook, Learn, Grow...all of which work to encourage the creativity and passions of our learners.

Cottonwood Creek celebrates the diversity of our campus. Newcomers participate in a Welcome Lunch with our counselor and are personally greeted and welcomed by our school administration. Due to the many languages spoken in our school, each educator and learner has the app "Google Translate" installed on their devices to better communicate with our non-English speaking learners. We strive to involve these new families in our school activities and volunteer opportunities.

Positive communication is a valued hallmark of CCE. A weekly newsletter, "The Weekly Watch", is a partnership between PTO and CCE which is delivered digitally each week to the families of CCE. The newsletter contains important information about the happenings at CCE.

Learner focused activities/events including book fairs, Round-up, Colt Council, and Genius Hour are important pieces of the CCE culture.

In response to learner needs, the CCE staff continues a focus on Mindfulness. The mindfulness focus has continued by teaching daily breathing exercises each morning on CCNN, Calm Down Corners in each classroom, increased focus during our counselor's guidance lessons, teacher training for trauma-informed instruction and continued practice and modeling of mindful strategies.

Our campus is proud to serve as an example of the CISD core values of authentic relationships, collective engagement, great teaching, and valuing everyone's contribution.

Perceptions Strengths

- Implementation of Restorative Practices has shown positive results
- Mentors are assigned to first-year and new to campus educators
- Strategies of mindfulness are taught and practiced each day
- A strong sense of community is felt by all stakeholders
- Activities for learners are purposeful, engaging and support the whole child
- Diversity of learners is acknowledged and celebrated
- School is a safe haven for our learners and staff
- Learners take great pride in their school, and parents know that their children are loved and cared for
- Focus on leadership behaviors help in building strong character qualities

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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.

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

Problem Statement 5: 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

Priority Problem Statements

Problem Statement 1: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

Root Cause 1: Loss of instruction time for learners and loss of funding from the state

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to focus on the areas in the district identified with significant dis-proportionality.

Root Cause 2: 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 2 Areas: Demographics - School Processes & Programs

Problem Statement 3: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .

Root Cause 3: Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 3 Areas: Demographics - Perceptions

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 with implementation curriculum, professional learning and resource usage across the district

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to provide a stronger focus on high-quality Tier I instruction and research-based classroom interventions.

Root Cause 5: Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments

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

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

Root Cause 6: Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.

Root Cause 7: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

Root Cause 8: Continued need to build on systemic structures for counseling needs

Problem Statement 8 Areas: School Processes & Programs - Perceptions

Problem Statement 9: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Root Cause 9: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need to establish and maintain strong, positive relationships for all learners.

Root Cause 10: Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 10 Areas: Student Learning - School Processes & Programs

Problem Statement 11: 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 11: Lack of individuals choosing to work in public education

Problem Statement 11 Areas: Demographics

Problem Statement 12: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Root Cause 12: Lack of alignment across the district with Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning , writing and math skills focused on early intervention and identification of needs

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.

Root Cause 13: Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 13 Areas: Student Learning

Problem Statement 14: 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 14: Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Problem Statement 14 Areas: Student Learning

Problem Statement 15: There is a need to continue revisiting and improving efforts with safety and security for the district.

Root Cause 15: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 15 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

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

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

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.

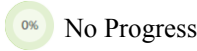
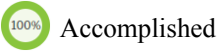
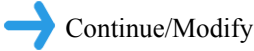

Performance Objective 1: Performance Objective 1: All K-5th grade learners will be provided high-quality Tier I instruction that is aligned to the TEKS.

HB3 Goal

Evaluation Data Sources: Use of curriculum documents in lesson plans, CFA data, classroom observations, intervention lessons, Collaborative Team Time agendas and products, walkthrough reflections

Strategy 1 Details	Reviews			
<p>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.</p> <p>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 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)</p> <p>Staff Responsible for Monitoring: Campus Administrators, Team Leaders, Learning Coaches</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue building on mentor training and structures of support for new educators, administrators and staff to CISD.</p> <p>Strategy's Expected Result/Impact: -Growth in new educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies to support their role -Sustainability and support for campuses by providing aligned training for new educators, administrators and staff</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Educators</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus administrators, Educators, Learning Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 7, 8 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 1 Problem Statements:

Demographics
<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>
Student Learning
<p>Problem Statement 1: 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 7: 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 8: 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 with implementation curriculum, professional learning and resource usage across the district</p>
School Processes & Programs
<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>

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 of all learners.

Evaluation Data Sources: District assessments, common formative assessment data, RtI data, referral data, MAP Data, ELL Testing Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Continued utilization and training for data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.</p> <p>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 the growth of learners - Creation of pre-post assessments, rubric creation</p> <p>Staff Responsible for Monitoring: Campus Administrators, Educators, Learning Coaches</p> <p>Problem Statements: Demographics 1 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur.</p> <p>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 - Strengthen family engagement of MTSS process</p> <p>Staff Responsible for Monitoring: Campus Administrators, Team Leaders, Learning Coaches</p> <p>Problem Statements: Demographics 1 - Student Learning 7 - School Processes & Programs 1 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, LAS, and Educators</p> <p>Problem Statements: Student Learning 1, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coaches and Educators</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Strengthen monitoring systems for attendance of learners, communication to families and focused efforts on the creation of intentional attendance intervention plans as needed.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators and Educators</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Implement the required district Equity Plan focused on intentional training and monitoring practices for targeted growth</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Counselors and Educators</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 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</p> <p>Strategy's Expected Result/Impact: - Growth across the district 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</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, and Educators</p> <p>Problem Statements: Demographics 5 - School Processes & Programs 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Specific areas of learning needs will be addressed through the use of State Compensatory Education Funds (and Title I funds where applicable) to target academic, social emotional and behavioral supports as a district, specific focus on at-risk learners. -Funds will be used to target small group instruction and differentiated instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, and Educators</p> <p>Problem Statements: Demographics 1 - Perceptions 4</p> <p>Funding Sources: State Compensatory Education - 199 - State Comp Ed - \$4,735</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . Root Cause: Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth</p> <p>Problem Statement 5: There is a need to focus on the areas in the district identified with significant dis-proportionality. Root Cause: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners</p>
Student Learning
<p>Problem Statement 1: 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 2: 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</p> <p>Problem Statement 4: 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 5: 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> <p>Problem Statement 7: 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>
School Processes & Programs
<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>

School Processes & Programs

Problem Statement 6: 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





Perceptions

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

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

Evaluation Data Sources: MAP Scores, I-Station, Common Formative Assessments, Summative Assessments, Power BI Reports, Remote Learning Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide resources and training to campus educators in supporting all learners through Professional Learning Communities (PLC's), the Response to Intervention process (RTI), Multi-Tiered Systems of Support -(MTSS) and Understanding by Design (UBD).</p> <p>Strategy's Expected Result/Impact: Educators will provide quality instruction to all learners and will be able to differentiate instruction effectively.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators.</p> <p>Problem Statements: Demographics 1 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social-emotional needs.</p> <p>Strategy's Expected Result/Impact: Teachers will have a broad range of knowledge in supporting the needs of all learners in their classrooms.</p> <p>Staff Responsible for Monitoring: Campus Administrators,</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement specific tutoring plans, per House Bill 1416, that focus on learners who have not met standard on state assessments and are in need of additional learning support.</p> <p>Strategy's Expected Result/Impact: Students who did not meet standard on 2023 STAAR tests will receive targeted support that will ensure their growth and mastery of current grade-level TEKS.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Educators</p> <p>Problem Statements: Demographics 1 - Student Learning 7 - School Processes & Programs 1 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . Root Cause: Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth
Student Learning
Problem Statement 1: 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 4: 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 7: 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
School Processes & Programs
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
Perceptions
Problem Statement 4: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . Root Cause: Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

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: Student achievement and progress levels will exceed state and national (where applicable) standards/averages for all student groups.

Evaluation Data Sources: 2023 STAAR scores, 2023 TELPAS scores, Lesson Plans, CTT Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: A Campus Data Room will be created to analyze MAP assessments and use the information obtained to guide instructional decisions.</p> <p>Strategy's Expected Result/Impact: Teachers will design lessons based on the needs of each of their learners. Students will make academic growth in all subject areas.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff members will analyze different pieces of 2023 STAAR Data (ie. questions missed, patterns in responses made) to meet the needs of individual learners by designing targeted instruction for each learner</p> <p>Strategy's Expected Result/Impact: Learners in all student groups will exceed state scores/averages in all areas assessed (as measured by 2022 STAAR scores).</p> <p>Staff Responsible for Monitoring: Campus Administrators, Educators, Instructional Coach, ESL Facilitator, Sp Education educators, GTI Facilitator</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff members will analyze TELPAS results to meet the needs of our ELL learners by designing targeted interventions for each learner.</p> <p>Strategy's Expected Result/Impact: Each ELL learner will make at least a year's growth on TELPAS.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, ESL Facilitator</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Student Learning

Problem Statement 1: 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 4: 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

Perceptions





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

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

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

Evaluation Data Sources: lesson plans, parent and teacher feedback.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and resources to educators enhancing curriculum connections to real world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness elementary through secondary.</p> <p>Strategy's Expected Result/Impact: - Provide training that highlights real-world applications in lesson design</p> <ul style="list-style-type: none"> -Provide training on course selection and opportunities - Increase the use of business partners and resident experts to support curriculum connections (tracking data on career clusters and industry professional participation) - Increase learner awareness of career, college, and life readiness opportunities - Increase alignment in curriculum and resources provided for MS and elementary in terms of CTE connections and real world learning (media classes, CTE spirit week, college and career readiness lab, iExplore curriculum, field trips, and speakers focusing on a variety of careers) - Texas College Prep via Texas College Bridge for High School - Focus on transition for special education learners concerning Work Force Readiness and Advanced Diploma Plan. - Counselor support for learners in selecting courses at the secondary level - Training on 4-year plans for staff, learners, and families - Partnership with Dallas College - Dual Credit - participation - Partnership with Tarleton participation - Family training and information on 4-year plans starting in middle school and explaining opportunities for future careers, certifications, scholarships, and life skills <p>Staff Responsible for Monitoring: Campus Administrators, Educators, Counselor, and Learning Coaches</p> <p>Problem Statements: Demographics 1 - Student Learning 11 - School Processes & Programs 2, 8 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) implementation and alignment between elementary, middle and high schools.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Educators</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . Root Cause: Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth</p>
Student Learning
<p>Problem Statement 6: 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 11: 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>
School Processes & Programs
<p>Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of alignment across the district with Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning , writing and math skills focused on early intervention and identification of needs</p> <p>Problem Statement 8: 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>





Perceptions

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

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

Evaluation Data Sources: bulb portfolios, lesson plans, panorama surveys

Strategy 1 Details	Reviews			
<p>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).</p> <p>Strategy's Expected Result/Impact: - Learner digital portfolios and specific expectations for capturing evidence K-12</p> <ul style="list-style-type: none"> - 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 <p>Staff Responsible for Monitoring: Campus Administrators, Educators, and Learning Coaches</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Educators will assess their learners in various ways and provide opportunities for learners to showcase their understanding through innovative and creative practices.</p> <p>Strategy's Expected Result/Impact: - Performance Tasks in learning</p> <ul style="list-style-type: none"> - Rubrics for academic and social-emotional growth - Goal-setting forms/reflections - Digital presentations (video, media, etc.) - More intentional and detailed feedback for learners <p>Staff Responsible for Monitoring: Campus Administrators, Educators</p> <p>Problem Statements: Demographics 1 - Student Learning 8 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Student Learning

Problem Statement 7: 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 8: 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 with implementation curriculum, professional learning and resource usage across the district

School Processes & Programs

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

Perceptions

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

Goal 2: 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: Instructional leaders will have an intentional focus on using digital learning PK-12 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: lesson plans, classroom observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Investigate, explore, and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning</p> <p>Strategy's Expected Result/Impact: - CISD District Committee for Artificial Intelligence planning and implementation</p> <ul style="list-style-type: none"> - Training focused on AI for CISD Staff - Partnership with support personnel across the district - librarians, digital learning coaches, instructional 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) <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, and Educators</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training 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 tools with intentional hands-on learning experiences.</p> <p>Strategy's Expected Result/Impact: - Training for campuses on updated Technology TEKS and using technology effectively and in innovative ways to promote problem-solving, application in learning</p> <ul style="list-style-type: none"> - Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia) - Review digital citizenship training and resources for learners, families, and staff - Training to support the 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, and information on Parent Hub <p>Staff Responsible for Monitoring: Campus Administrators and Learning Coaches</p> <p>Problem Statements: Student Learning 1, 7 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: 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 7: 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

School Processes & Programs

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


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 current and create new curriculum documents, training and implement specific programs to provide needed support/resources for counseling and social emotional learning.


Evaluation Data Sources: counselor's data, panorama survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue revising, updating, implementing, and evaluating current PK-12 curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character</p> <p>Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design - 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> <p>Staff Responsible for Monitoring: Campus Administration and Learning Coaches</p> <p>Problem Statements: Student Learning 11 - School Processes & Programs 4, 8</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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)</p> <p>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 PK-12 learning system - Requirements per the state for 80/20 for counselors (tracking learner support) - Stronger communication with families of academic, social-emotional, and mental health resources (building on district/campus websites)</p> <p>Staff Responsible for Monitoring: Campus Administrators and Counselors</p> <p>Problem Statements: Student Learning 11 - School Processes & Programs 4, 8</p>	Formative			Summative
	Nov	Feb	Apr	June


Strategy 3 Details	Reviews			
<p>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)</p> <p>Strategy's Expected Result/Impact: - Continued partnership with SHAC</p> <ul style="list-style-type: none"> - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Implementation at campuses (training and curriculum) working with middle school campuses and embedded supports within 6th grade PE <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Counselors, and Educators</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 7: 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 11: 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>
School Processes & Programs
<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 ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of alignment across the district with Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning , writing and math skills focused on early intervention and identification of needs</p>
<p>Problem Statement 4: 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 implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs</p>
<p>Problem Statement 8: 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>

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


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


Evaluation Data Sources: PL Plan, staff meeting agendas

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 district (state required and other)</p> <ul style="list-style-type: none"> - Analyze training impact through reflection tools - Feedback from learners, families, and staff (Panorama survey and PL feedback) - 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 monitoring 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) <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, and Educators</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 11 - Perceptions 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue providing training to align practices and review and analyze discipline, behavior, bullying, and threat assessment data to examine equitable practices and interventions/supports for learners.</p> <p>Strategy's Expected Result/Impact: -Threat Assessment process being utilized and strengthening support for learners in need</p> <ul style="list-style-type: none"> - Increase awareness and action plans to support all learners with behavior needs - Training focused 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 the 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 <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Learning Coaches and Educators</p> <p>Problem Statements: Student Learning 7, 11 - School Processes & Programs 1, 8, 11 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: - Strengthen the skills of staff members when working with others internally and externally</p> <ul style="list-style-type: none"> - 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 <p>Staff Responsible for Monitoring: Campus Administrators and Learning Coaches.</p> <p>Problem Statements: Student Learning 8</p>	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 focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Student Learning

Problem Statement 7: 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 8: 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 with implementation curriculum, professional learning and resource usage across the district

Problem Statement 11: 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

School Processes & Programs

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 8: 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 11: 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

Perceptions

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

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: PL plan, panorama survey, T-TESS and CT Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district within professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: - 1.1 Strategy - Create and implement consistent district-side systems with fidelity that value equitable student support and growth.</p> <p>1.1.1 Specific Result - 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).</p> <ul style="list-style-type: none"> - 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 <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators</p> <p>Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning.</p> <p>Strategy's Expected Result/Impact: -Continue building repository of training within PowerSchool Professional Learning -</p> <p>Promote CISD educators presenting and sharing their knowledge both in district, locally in the state and nationally</p> <ul style="list-style-type: none"> - Streamline training and gathering of information from various stakeholders <p>3-5 year plan for professional learning needs and target specific federal and local funds to ensure continuity and sustainability in the planning process</p> <p>Staff Responsible for Monitoring: Campus Administrators and Learning Coaches</p> <p>Problem Statements: Student Learning 8 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 8: 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 with implementation curriculum, professional learning and resource usage across the district





School Processes & Programs

Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of alignment across the district with Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning , writing and math skills focused on early intervention and identification of needs

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

Evaluation Data Sources: Use of AWARE, Panorama and MClass platforms

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementing a CISD Community Based Accountability System and using the pillars as a guide for organizational growth.</p> <p>Strategy's Expected Result/Impact: - Strategic plan advocacy deck - focused on the 7 pillars</p> <ul style="list-style-type: none"> - Online district pamphlet created with quantitative and qualitative data - District dashboard showcasing various pieces of data - TPAC (Texas Performance Assessment Consortium) participation - Update and evaluate Learner and Leadership Profile - Showcase learner growth of the whole child <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement an aligned system for the CISD Teacher Incentive Allotment (TIA) at all campuses.</p> <p>Strategy's Expected Result/Impact: -Alignment within evaluation practices across the district</p> <ul style="list-style-type: none"> - 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 <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics


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


Evaluation Data Sources: Safety Drill Documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all safety drills occur 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.</p> <p>Strategy's Expected Result/Impact: - 8.1 Strategy - Develop a plan to assess gaps in current safety protocols and processes.</p> <ul style="list-style-type: none"> - 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. Fall 2024 - 8.2 Strategy - Increase accountability of individual roles in safety protocols. - 8.2.1 Specific result - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders. - 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 <p>Staff Responsible for Monitoring: School Administrators</p> <p>Problem Statements: School Processes & Programs 7</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 7: 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.

State Compensatory

Budget for Cottonwood Creek Elementary

Total SCE Funds: \$5,106.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

These funds will be used for academic programs that directly impact the learning and intervention needs of our at-risk learners. These learning opportunities will focus on increasing proficiency in grade-level standards.

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8	State Compensatory Education		\$4,735.00
Sub-Total					\$4,735.00