

Coppell Independent School District
Richard J. Lee Elementary
2023-2024 Campus Improvement Plan



Mission Statement

CISD Mission Statement

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

CISD Core Values

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

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

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

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

Guiding Purpose

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

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 8
 - Perceptions 10
- Priority Problem Statements 12
- Comprehensive Needs Assessment Data Documentation 15
- Goals 17
 - 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. 18
 - 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. 27
 - Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment. 33
 - 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. 40
- State Compensatory 47
 - Budget for Richard J. Lee Elementary 48
- Campus Funding Summary 48

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lee Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. Lee serves a majority Asian student population in grades K-5. In the 2022-23 school year, total enrollment was 719 which represents a decrease of -15.1% since 2018-19 (847 learners).

In 2022-23, the student population was 81% Asian, 7.9% White, 5% Hispanic, 4.3% African American, 0.1% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.5% multi-racial. Females made up 47.2% of the learners and males represented 52.8%. Our economically disadvantaged percentage was 5.4%.

Our Emergent Bilingual (EB) population consisted of 228 learners that made up 31.7% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (52.1%), Hindi (10%), Tamil (9.6), Marathi (4.3%), and Gujarati (3.5%). Additionally, 3.5% of our EBs were also economically disadvantaged.

Our 59 gifted and talented learners constituted 8.2% of our population. Our gender split in the GT group was 42.3% female and 57.7% male. Of the four major ethnic groups, our GT learners were 86.4% Asian, 5% White, 1.6% Hispanic and 5% African American.

We had 71 learners that qualified for special education services, which represented 9.8% of our population. There were 10 learners with 504 accommodations, which was 1.3% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 94.94%, which decreased by 1.37% from the prior year.

STAFFING

Lee employed 49 educators and 9 instructional aides in the 2022-23 school year. The number of teachers increased by 5 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 14.2% Asian, 71.4% White, 8.1% Hispanic, 2% African American, 2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2% multi-racial. Females made up 93.8% of the educators and males represented 6.2%.

Overall, our educators had a varying level of professional experience: 12.2% (6) were new to teaching with 0-1 years of experience, 26.5% (13) had 2-5 years, 32.6% (16) had 6-10 years, 20.4% (10) had 11-15 years, 4% (2) had 16-20 years, and 4% (2) had more than 20 years. Looking at longevity within the district, 32.6% of our teachers had 0-1 years in district, 34.6% had 2-5 years, 30.6% had 6-10 years, 0% had 11-15 years, 0% had 16-20 years and 2% had more than 20 years. The average years of professional experience was 6.9 with 3.8 years in the district.

Advanced degrees were held by 32.6% of our teachers: 16 with master's degrees and 0 with doctorates. Our campus principal had 26 years of career experience in a professional position (not necessarily as a principal) and 24 years in Coppell. Our assistant principal had 12 years of professional experience and 7 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 69.77%. For educational aides it was 62.5%. We hired 17 new teachers in 2022-23. The characteristics of our new teachers were as follows: 17.6% Asian, 64.7% White, 11.7% Hispanic, 0% African American, 82.3% female, 17.7% male, 29.4% new to teaching, 35.2% with 2-5 years of professional experience, 11.7% with 6-10 years, 11.7% with 11-15 years, 11.7% with 16-20 years, 0% with more than 20 years and 34.6% new to the campus. The average years of professional experience was 5.4 with 0.7 years in the district. 35.2% of our new teachers had advanced degrees.

Demographics Strengths

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

1. Many families move into our area just for the schools. Because our families value education, we have many supportive parents and students who are committed to success.
2. Ethnic diversity among teaching staff is reflective of the diverse student population. This diversity can promote a multicultural learning environment and foster understanding and acceptance among students.

3. There is a diverse cultural background of the majority Asian student population.
4. The campus provides a culturally responsive learning environment that celebrates and respects different traditions and values.
5. Opportunities are provided for students to learn from and with peers who share similar cultural experiences.
6. With a large number of educators, there is a higher likelihood of diverse teaching styles, experiences, and perspectives which can enrich classroom discussions and enhance learners' critical thinking skills.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Long term relationships and academic equity of experiences are impacted by learner mobility. **Root Cause:** High mobility rates combined with frequent extended travel by our students leads to difficulty with maintaining consistent growth in long-term relationships and providing equitable experiences for learners.

Problem Statement 2 (Prioritized): Our attendance rates are significantly impacted due to our demographics. **Root Cause:** Frequent student travel out of the country for extended periods of time is common practice with our demographics.

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

Problem Statement 4 (Prioritized): There is a need to focus on Multi-Tiered Systems of Support (MTSS) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause:** Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

Problem Statement 5 (Prioritized): The district needs to consider rezoning to proportion out the number of learners our campus serves. **Root Cause:** While an increase of 5 teachers is positive, it is not sufficient to fully address the needs of the continued growth in our part of the district.

Student Learning

Student Learning Summary

- NWEA MAP: Please refer to Plan Addendum Section for NWEA MAP Fall 2022-Spring 2023 Student Growth Summary Report. For help: https://teach.mapnwea.org/assist/help_map/Content/Data/SampleReports/StudentGrowthSummaryReport.htm
- mCLASS: Please refer to the link to view 22-23 performance levels across grade levels at BOY, MOY, EOY: https://drive.google.com/file/d/1LhYumgs5Fvyuz_B7VzBKIXWjvjO2kh3f/view?usp=sharing

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Average Scale Score	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Average Scale Score	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2022	3	107	1549	10	90	76	51	107	1533	15	85	65	41
Spring 2022	4	142	1637	10	90	80	57	142	1699	11	89	73	58
Spring 2022	5	128	1723	2	98	84	66	128	1762	7	93	80	59
Spring 2023	3	130	1573	10	90	81	50	131	1585	7	93	76	50
Spring 2023	4	121	1657	12	88	74	53	121	1706	11	89	74	55
Spring 2023	5	142	1725	5	95	86	61	141	1845	4	96	83	63

Admin	Grade	STAAR - Science - Number Tested	STAAR - Science - Average Scale Score	STAAR - Science - Did Not Meet - %	STAAR - Science - Approaches - %	STAAR - Science - Meets - %	STAAR - Science - Masters - %
Spring 2022	5	128	4134	12	88	62	34
Spring 2023	5	142	4070	16	84	62	32

TELPAS 2023															
Grade	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %	Writing - Beginning - %	Writing - Intermediate - %	Writing - Advanced - %
K	22	36	20	22	20	31	22	27	29	24	27	20	38	13	31
1	4	19	51	26	8	19	45	28	9	23	45	23	13	23	38
2	3	24	15	58	6	70	24		9	42	30	18	6	36	45
3		3	19	78		62	31	6	9	16	28	47	6	38	41
4	26	26	31	17	3	26	71		11	37	14	37	20	37	29
5	8	17	33	42	4	21	58	17	8	4	33	54	8	29	42

As we go into 2023-2024, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

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

Student Learning Strengths

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

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

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 3 (Prioritized): There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district.

Problem Statement 4 (Prioritized): There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 5 (Prioritized): There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners.

Problem Statement 6 (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 of district resources/tools for monitoring learner academic, behavioral and social emotional growth.

School Processes & Programs

School Processes & Programs Summary

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

Technology-infused learning helps our students customize their learning, become savvy consumers and producers of content, and obtain instant and specific feedback. Learners and all staff have 1:1 access to technology. Consistent support is provided by our Digital Learning Coach, our Instructional Coach, as well as our Media Specialist. Learners take part in lessons on digital citizenship throughout the year. As an Apple Distinguished School, we have ongoing support from Apple Professional Learning and opportunities for educators to attend Teacher Tuesdays at Apple to learn new instructional strategies related to technology. We currently have 35 Apple Teachers for iPad, 22 for MacBook, and 4 with Swift Playground. We also have three Apple Learning Coaches.

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

Richard J. Lee Elementary is in its 9th year of implementing the Professional Learning Community (PLC) model. This includes the creation of a vertical schedule with built-in time for designers to collaborate. Designers participate in ongoing professional learning within their PLCs and are supported by administrators and the campus instructional coach, GT Specialist, and ESL Facilitators. Multiple opportunities are provided throughout the year for professional learning in all subject areas. State funds support this growth, as well as dedicated time during staff meetings to learn in areas related to each educator's personal goals or needs.

Our profile of an educator has become an important tool in the hiring process and has helped us calibrate and recruit highly qualified educators. We currently have 35 grade-level sections and 63 staff members. We also house two Special Education special programs: Active Learning and Practical Academics.

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

School Processes & Programs Strengths

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

1. The intentional design of the school, with vertical families or houses, promotes collaboration and engagement among students of different grade levels. This allows for multi-age learning experiences, fostering relationships among learners.
2. Flexible Learning Spaces: The school's physical and virtual environments are designed to be flexible, enabling educators to adapt spaces for various types of learning activities. This flexibility supports effective lesson design and encourages active engagement.
3. Student Empowerment: Learners have the autonomy to choose where and how they learn based on their individual needs. This empowers students to take ownership of their education, promoting a sense of responsibility and self-directed learning.
4. The presence of an eco-pond area, outdoor learning pavilion, and raised bed gardens provides unique opportunities for outdoor education and environmental learning. These features connect students with nature and offer hands-on experiences.
5. The school's commitment to technology-infused learning ensures that students have access to 1:1 technology devices and receive consistent support from Digital Learning Coaches and other staff members. This prepares students to become proficient consumers and creators of digital content.
6. Being recognized as an Apple Distinguished School signifies a commitment to innovative teaching practices and ongoing professional development related to technology. This recognition provides additional

resources and support for educators.

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2 (Prioritized): There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures to meet learner social-emotional growth.

Problem Statement 3 (Prioritized): There is a need to strengthen our health enrichment curriculum to include new 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 implemented in 2022-2023 - Data shows high need for mental health supports.

Problem Statement 4 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the campus. **Root Cause:** Alignment with any new state requirements and possible areas identified as needs by campus leadership and safety/security personnel.

Problem Statement 5 (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:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district.

Problem Statement 6 (Prioritized): There is a need for ongoing support in digital and informational literacy. **Root Cause:** As the use of technology increases to personalize learning on campus, we must provide ongoing support in digital literacy and digital citizenship.

Perceptions

Perceptions Summary

Richard J. Lee Elementary works to ensure our school is a place where all families feel welcome. We know that family involvement is important for learner success, and we strive to create a climate that is responsive to our parent and learner needs. With a high number (17%) of Emergent Bilinguals (EBs), and our mobile population (6.3%), we are culturally sensitive to the needs of families moving in from other parts of the United States and from other countries. Families are warmly welcomed in the front office and are provided opportunities to learn about our school. We systemically communicate with parents with weekly grade-level newsletters, weekly PTO newsletters, and daily social media posts on Twitter (@NetZeroLee) and Facebook. All staff members are active on Twitter and showcase learning on a consistent basis. Multiple family involvement events are hosted throughout the year including Family Movie Night, Trunk or Treat, and learner-led conferences.

Our annual school themes promote a positive culture in our building. This year's school theme is "Love What you Do and Do What you Love." All educators greet and send off learners each day. Each day begins with community-building morning meetings in each House/grade. With our vertical system, our learners are encouraged to build relationships between grade levels, mentor each other, and support each other socially and academically. We also provide time in the master schedule for grade level collaboration time. Our educator retention rate is within the district average. According to our Panorama staff survey ninety-three percent of educators have a positive perception of the overall social and learning climate of the school. Ninety-one percent of parents responded that they think their children enjoy going to school every day.

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

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

Perceptions Strengths

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

1. We have a strong focus on learner-centeredness. The school's commitment to making all families feel welcome is a significant advantage. This inclusivity fosters a sense of belonging among students and their families. This can be seen in learner-led conferences, learner goal-setting, learner-led ARD meetings, campus LEEdership council with representatives Kindergarten through 5th grade, learners contributing to decision-making on campus, and learner-led morning broadcast.
2. Recognizing the needs of Emergent Bilinguals (EBs) and a mobile population demonstrates cultural sensitivity. This approach can help bridge language and cultural gaps, creating a more inclusive and diverse learning environment.
3. The school's annual themes, community-building morning meetings, and the vertical system promote a positive school culture. These initiatives can enhance student engagement and emotional well-being.
4. High educator retention rates and positive perceptions of the social and learning climate among educators (according to the Panorama staff survey) are indicative of a supportive and collaborative work environment.
5. Recognitions like being designated a Kindness Certified School and receiving the TEPSA Student Leadership Award highlight the school's focus on nurturing student leadership skills and character development.
6. Implementing respect agreements in classrooms emphasizes the importance of mutual respect and a positive learning environment. It sets clear expectations for behavior and fosters a sense of belonging among students.
7. Encouraging students to use their voices through Challenge Based Learning (CBL) and the LEEdership council empowers them to become active contributors to their school community and the broader world.

Problem Statements Identifying Perceptions Needs

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

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

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

Problem Statement 4 (Prioritized): There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders. **Root Cause:** Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.

Priority Problem Statements

Problem Statement 1: Long term relationships and academic equity of experiences are impacted by learner mobility.

Root Cause 1: High mobility rates combined with frequent extended travel by our students leads to difficulty with maintaining consistent growth in long-term relationships and providing equitable experiences for learners.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need for ongoing support in digital and informational literacy.

Root Cause 2: As the use of technology increases to personalize learning on campus, we must provide ongoing support in digital literacy and digital citizenship.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Root Cause 3: Barriers still exist with understanding/supporting/providing resources for all needs.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Our attendance rates are significantly impacted due to our demographics.

Root Cause 4: Frequent student travel out of the country for extended periods of time is common practice with our demographics.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.

Root Cause 5: Lack of focus on the whole child and using multiple measures to show evidence of growth .

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.

Root Cause 6: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

Root Cause 7: Lack of aligned resources and systemic structures to meet learner social-emotional growth.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders.

Root Cause 8: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a need to increase communication and engagement with families.

Root Cause 9: Barriers exist within the current system with communication and engagement opportunities.

Problem Statement 9 Areas: Demographics

Problem Statement 10: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners.

Root Cause 10: Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: There is a need to target specific reading, writing, math, and science skills to focus on early intervention.

Root Cause 11: Lack of alignment across the campus with reading, writing, math and science skills focused on early intervention and identification of needs.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: 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 12: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: 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 13: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: There is a need to create and maintain systems to support high levels of learning for all.

Root Cause 14: Barriers exist within the current system for learning for all.

Problem Statement 14 Areas: School Processes & Programs

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

Root Cause 15: Alignment with any new state requirements and possible areas identified as needs by campus leadership and safety/security personnel.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: 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 16: Lack of individuals choosing to work in public education.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: The district needs to consider rezoning to proportion out the number of learners our campus serves.

Root Cause 17: While an increase of 5 teachers is positive, it is not sufficient to fully address the needs of the continued growth in our part of the district.

Problem Statement 17 Areas: Demographics

Problem Statement 18: There is a need to focus on Multi-Tiered Systems of Support (MTSS) to ensure we are meeting the wide variety of needs within specific learner populations.

Root Cause 18: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

Problem Statement 18 Areas: Demographics

Problem Statement 19: There is a need to continue to provide a focus on high quality Tier I instruction and research-based classroom interventions.

Root Cause 19: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions.

Problem Statement 19 Areas: Student Learning

Problem Statement 20: There is a need to strengthen our health enrichment curriculum to include new 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 20: Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports.

Problem Statement 20 Areas: School Processes & Programs

Problem Statement 21: 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 21: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district.

Problem Statement 21 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

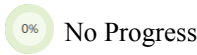
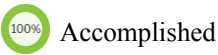
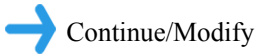

Performance Objective 1: All PK-12th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

Evaluation Data Sources: Team time agendas, walkthrough data, common formative assessment data, T-TESS evaluations, STAAR data, TELPAS data, BOY/MOY/EOY data, MAP data, Dreambox data, MClass data, MTSS data, Professional Learning opportunities

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</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 2, 6 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.</p> <p>Strategy's Expected Result/Impact: -Strengthen literacy skills for elementary educators and align practices within instruction -Learner growth in literacy development and targeted growth tracked through state assessment and district assessments -Alignment in curriculum documents to instruction happening in Reading Academies -Using mClass as a tool to help support learner growth and assessment</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Designers</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 2, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All staff members will design, implement and monitor a content-specific goal related to improving learner achievement in Science.</p> <p>Strategy's Expected Result/Impact: -Increase learner achievement -Increase sharing of instructional strategies -Alignment of practices in instruction and interventions</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers</p> <p>Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 1</p> <p>Funding Sources: Resources for learning - 199 - State Comp Ed - 199-11-6399-00-112-24-000 - \$1,575</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will continue to occur.</p> <p>Strategy's Expected Result/Impact: -Strengthen math skills for elementary educators and align practices within math interventions and enrichment opportunities in learning -Learner growth in math development and targeted growth tracked through state assessment and district assessments - Using Panorama Student Success Platform with progress monitoring to track growth</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 2, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue building on mentor training and structures of support for new educators, administrators and staff to LEE .</p> <p>Strategy's Expected Result/Impact: -Growth in new educators, administrators and staff as far as the understanding of CISD and LEE systems and structures and specific strategies to support their role -Sustainability and support for campus to providing aligned training for new educators, administrators and staff</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers</p> <p>Problem Statements: Student Learning 1, 6 - School Processes & Programs 1 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the campus and district that focus on observing and evaluating strategies supporting academic and social-emotional growth.</p> <p>Strategy's Expected Result/Impact: - Growth in educators, administrators and staff as fas as the understanding of CISD systems and structures and specific strategies that support learning -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 Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Campus Leadership Team</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1, 3, 5 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: There is a need to focus on Multi-Tiered Systems of Support (MTSS) to ensure we are meeting the wide variety of needs within specific learner populations. Root Cause: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.</p>
Student Learning
<p>Problem Statement 1: There is a need to continue to provide a focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions.</p>
<p>Problem Statement 2: There is a need to target specific reading, writing, math, and science skills to focus on early intervention. Root Cause: Lack of alignment across the campus with reading, writing, math and science skills focused on early intervention and identification of needs.</p>
<p>Problem Statement 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. Root Cause: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district.</p>
<p>Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. Root Cause: Lack of multiple data sources across the district being used to show evidence of learner growth.</p>
<p>Problem Statement 5: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. Root Cause: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners.</p>
<p>Problem Statement 6: 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 of district resources/tools for monitoring learner academic, behavioral and social emotional growth.</p>

School Processes & Programs

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

Problem Statement 3: There is a need to strengthen our health enrichment curriculum to include new 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 implemented in 2022-2023 - Data shows high need for mental health supports.

Problem Statement 5: 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:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district.

Perceptions

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

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





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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.</p> <p>Strategy's Expected Result/Impact: - Development of data analysis protocol - Implementation of Performance Matters assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis) - Awareness, training, and implementation of data analysis protocols - Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district - Increased student achievement (academic, social-emotional and behavioral)</p> <p>Staff Responsible for Monitoring: Campus Administrators, Designers, Instructional Coach, Language Acquisition Specialists, GT Facilitator</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 4, 6 - School Processes & Programs 1</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</p> <p>Staff Responsible for Monitoring: Campus Administrators, Designers, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3, 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Specific areas of learning needs will be addressed through the use of State Compensatory Education Funds to target academic, social emotional and behavioral supports as a district, specific focus on at-risk learners.</p> <p>Strategy's Expected Result/Impact: - Increased student achievement and growth (academic, social emotional and behavioral)</p> <ul style="list-style-type: none"> - Increased knowledge of educators with data analysis and differentiation of instruction - Intentional tutoring and supports in place for learners for intervention - Intentional training for Reading Academies <p>Staff Responsible for Monitoring: Campus Administrators, Designers, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers</p> <p>Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 1, 2 - Perceptions 1</p> <p>Funding Sources: - 199 - State Comp Ed - \$4,916</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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</p> <ul style="list-style-type: none"> - 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>Staff Responsible for Monitoring: Campus Administrators, Designers, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 6 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.</p> <p>Strategy's Expected Result/Impact: - Increased student achievement academic, social emotionally and behaviorally</p> <ul style="list-style-type: none"> - 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 <p>Staff Responsible for Monitoring: Campus Administrators, Designers, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers</p> <p>Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 5, 6 - School Processes & Programs 2, 4, 5 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Long term relationships and academic equity of experiences are impacted by learner mobility. Root Cause: High mobility rates combined with frequent extended travel by our students leads to difficulty with maintaining consistent growth in long-term relationships and providing equitable experiences for learners.</p>
<p>Problem Statement 2: Our attendance rates are significantly impacted due to our demographics. Root Cause: Frequent student travel out of the country for extended periods of time is common practice with our demographics.</p>
<p>Problem Statement 3: There is a need to increase communication and engagement with families. Root Cause: Barriers exist within the current system with communication and engagement opportunities.</p>
<p>Problem Statement 4: There is a need to focus on Multi-Tiered Systems of Support (MTSS) to ensure we are meeting the wide variety of needs within specific learner populations. Root Cause: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.</p>
Student Learning
<p>Problem Statement 1: There is a need to continue to provide a focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions.</p>
<p>Problem Statement 2: There is a need to target specific reading, writing, math, and science skills to focus on early intervention. Root Cause: Lack of alignment across the campus with reading, writing, math and science skills focused on early intervention and identification of needs.</p>
<p>Problem Statement 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. Root Cause: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district.</p>

Student Learning

Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 5: 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 6: 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 of district resources/tools for monitoring learner academic, behavioral and social emotional growth.

School Processes & Programs

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

Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures to meet learner social-emotional growth.

Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security for the campus. **Root Cause:** Alignment with any new state requirements and possible areas identified as needs by campus leadership and safety/security personnel.

Problem Statement 5: 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:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district.

Perceptions





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

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

Performance Objective 3: Student achievement and progress levels will exceed state standards/averages for all student groups.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: - Trainings developed and implemented - Response to Intervention process (MTSS - Multi-Tiered Systems of Support) clearly defined and supported with resources - IEP's and Service Plans being designed to meet all of learner's needs - Specifically target Long Term ELs in middle and high school with data monitoring, specific and targeted interventions and mentoring. Increase academic achievement and growth for all learners - Data gathered from aligned resources (Dreambox, MAP, Schoology AMP, System 44, Imagine Learning etc.)</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers, Librarian</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies.</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) - 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 Administration, Instructional Coach, Language Acquisition Specialists, Designers</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue implementing specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support.</p> <p>Strategy's Expected Result/Impact: - Increased learner growth in the targeted areas of focus - Increased awareness and documentation for specific intervention plans of learners and the success rates and growth shown - Increased alignment in how we as a district are intervening and providing additional support through campus collaborative team times, district trainings and overall monitoring and evaluation systems in place</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers</p> <p>Funding Sources: - 199 - State Comp Ed - \$500</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>				

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

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

- Evaluation Data Sources:**
- Curriculum documents, Panorama Survey data
 - Data gathered from families and learners on 6-12 course/certification interest
 - Data gathered on 6-12 course requests and analyzed for specific areas of learning
 - Training documentation
 - Opportunities for learners to express their future interests built into the learning design

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and resources to educators enhancing curriculum connections to real world application in learning.</p> <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> - Provide training that highlights real world application in lesson design - Provide training on course selection and opportunities - Increase 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 - Host a campus Science Career Event in the Fall - Host a campus Science Fair Event in the Spring <p>Staff Responsible for Monitoring: Campus Administration, Designers, Instructional Coaches, Language Acquisition Specialists, GT Facilitator, Media Specialist, Digital Learning Coaches, Counselors, STEAM teacher</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to educators promoting hands-on, inquiry-based science lesson design.</p> <p>Strategy's Expected Result/Impact: -Growth in learner engagement levels -Building stronger relationships with learners -Increasing learner creativity, curiosity, problem solving, and justification of thinking -Increasing ways for learners to show success in learning -Usage of digital and written portfolios, presentations, and created products to show understanding and growth</p> <p>Staff Responsible for Monitoring: Campus Administrators, Digital Learning Coaches, Instructional Coaches, Language Acquisition Specialists, Librarians, Counselors and GTi Specialists, STEAM teacher</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 6 - Perceptions 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement STEAM (Science, Technology, Engineering, Art and Mathematics) into our elementary specials classes.</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, Digital Learning Coaches, Instructional Coaches, Language Acquisition Specialists, Librarians, Counselors and GTi Specialists, STEAM Teacher</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 5 - Perceptions 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Host two family engagement nights (Career Day Fair and I Love Science Night) that focus on career, college, and life readiness.</p> <p>Strategy's Expected Result/Impact: -Growth in learner engagement levels</p>	Formative			Summative
	Nov	Feb	Apr	June

-Building stronger relationships with learners
 -Increasing learner creativity, curiosity, problem solving, and justification of thinking
 -Increasing ways for learners to show success in learning
 -Usage of digital and written portfolios, presentations, and created products to show understanding and growth
Staff Responsible for Monitoring: Campus Administrators, Digital Learning Coaches, Instructional Coaches, Language Acquisition Specialists, Librarians, Counselors and GTi Specialists, STEAM Teacher

Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 5 - Perceptions 4



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

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

Student Learning

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

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

Problem Statement 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district.

Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth.

School Processes & Programs

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

Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures to meet learner social-emotional growth.

Problem Statement 5: 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:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district.

School Processes & Programs

Problem Statement 6: There is a need for ongoing support in digital and informational literacy. **Root Cause:** As the use of technology increases to personalize learning on campus, we must provide ongoing support in digital literacy and digital citizenship.

Perceptions





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

Problem Statement 4: There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders. **Root Cause:** Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.

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

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

Evaluation Data Sources: Learner digital portfolios, digital resources, rubrics, goal setting forms/templates, learner-led conferences

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.</p> <p>Strategy's Expected Result/Impact: - Learner digital portfolios - CISD staff digital portfolios - Digital Portfolio continued training and implementation -Digital data binders that are displayed in Learner Bulb portfolios -Learner-led conference goal setting templates</p> <p>Staff Responsible for Monitoring: Campus Administration, Designers, Instructional Coaches, Language Acquisition Specialists, GT Facilitator, Media Specialist, Digital Learning Coaches, Specials Designers</p> <p>Problem Statements: Student Learning 1, 3, 4 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or innovative and creative practices.</p> <p>Strategy's Expected Result/Impact: - Performance Tasks in learning - Rubrics for academic and social-emotional growth - Goal setting forms/reflections - Digital presentations (video, media, etc.) - More intentional and detailed feedback for learners -Inquiry-based science experiences -Bulb Portofolios</p> <p>Staff Responsible for Monitoring: Campus Administration, Designers, Instructional Coaches, Language Acquisition Specialists, GT Facilitator, Media Specialist, Digital Learning Coaches, Specials Designers</p> <p>Problem Statements: Student Learning 1, 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

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

Problem Statement 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district.

Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth.

Perceptions

Problem Statement 4: There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders. **Root Cause:** Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.

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


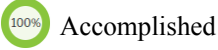
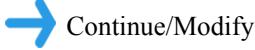

Performance Objective 1: CISD will continue to review and curate curriculum documents, provide training and implement specific programs for needed support/resources for counseling and social emotional learning.

- Evaluation Data Sources:**
- Revised curriculum documents
 - Administrator and educator feedback
 - Training resources
 - Social Emotional Survey data
 - Specific Training for Counselors and implementation of resources purchased
 - Threat Assessment Data
 - Panorama survey data
 - CISD Strategic Design Work
 - Mindful Mondays on morning broadcast

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue revising, updating, implementing and evaluating current CISD and Lee character curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character education. Including the following character traits per TEA:</p> <ul style="list-style-type: none"> - Courage - Trustworthiness, including honesty, reliability, punctuality, and loyalty - Integrity - Respect and courtesy - Responsibility, including accountability, diligence, perseverance, and self-control - Fairness, including justice and freedom from prejudice - Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity - Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law - School pride - Gratitude <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> - Utilization of social-emotional curriculum supports within lesson design - ESSER Grant funds to implement purchases for needs for SEL training and resources for campuses - Learner growth as indicated through survey/learner goals (academic and social emotional) - Elementary and Secondary Resources available for supports in learning - Scope and Sequence and curriculum documents of support implemented - CISD Strategic Design Work - Implementation of social emotional support structures: class meetings, check-ins and restorative practices. <p>Staff Responsible for Monitoring: Campus Administration, Designers, Counselors</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3, 5 - School Processes & Programs 2 - Perceptions 1</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</p> <ul style="list-style-type: none"> - 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 - ESSER grant looking at training for counseling team and educators - ESSER position -Coordinator of Counseling and SEL to support counseling team and district SEL and counseling goals across the district - Requirements per the state for 80/20 for counselors (tracking learner support) - Stronger communication with families of academic, social emotional, mental health resources (building on district/campus websites) <p>Staff Responsible for Monitoring: Campus Administration, Designers, Counselors</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 4 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue providing training and supports for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying.</p> <p>Strategy's Expected Result/Impact: - Implementation and documentation of access and usage of resources</p> <ul style="list-style-type: none"> - Increase appropriate use of digital resources - Apple classroom and tools to support academic integrity - Learner feedback and educator feedback - Fewer discipline referrals in this focus area <p>Staff Responsible for Monitoring: Campus Administration, Designers, Counselors, Digital Learning Coach</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 1, 2, 4, 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 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 - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports</p> <p>Staff Responsible for Monitoring: Campus Administration, PE Designers, Counselor</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 5 - School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: There is a need to increase communication and engagement with families. Root Cause: Barriers exist within the current system with communication and engagement opportunities.</p>
Student Learning
<p>Problem Statement 1: There is a need to continue to provide a focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions.</p>
<p>Problem Statement 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. Root Cause: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district.</p>
<p>Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. Root Cause: Lack of multiple data sources across the district being used to show evidence of learner growth.</p>
<p>Problem Statement 5: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. Root Cause: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause: Barriers exist within the current system for learning for all.</p>
<p>Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. Root Cause: Lack of aligned resources and systemic structures to meet learner social-emotional growth.</p>

School Processes & Programs

Problem Statement 3: There is a need to strengthen our health enrichment curriculum to include new 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 implemented in 2022-2023 - Data shows high need for mental health supports.

Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security for the campus. **Root Cause:** Alignment with any new state requirements and possible areas identified as needs by campus leadership and safety/security personnel.

Problem Statement 6: There is a need for ongoing support in digital and informational literacy. **Root Cause:** As the use of technology increases to personalize learning on campus, we must provide ongoing support in digital literacy and digital citizenship.

Perceptions





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

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue offering training (district and state required training) that support mental health and well being to LEE staff.</p> <p>Strategy's Expected Result/Impact: - Implement training across the campus including sending Coach Hall for Breathe for Change training</p> <ul style="list-style-type: none"> - Mindful moments to start each staff meeting - Increase awareness of unconscious biases - Feedback from learners and families through Panorama survey -Increase diversity of new hires <p>Staff Responsible for Monitoring: Campus Administration, Designers/Staff, Counselors, Ed Hall</p> <p>Problem Statements: Student Learning 1, 5, 6 - School Processes & Programs 2, 3, 5 - Perceptions 1, 3</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 look at equitable practices and interventions/supports for learners.</p> <p>Strategy's Expected Result/Impact: -Threat Assessment process being utilized and strengthening supports for learners in need Increase awareness and action plans in order to support all learners with behavior needs - Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices - Team approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix being utilized -Online Truancy course required for learners - Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives - District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Designers</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 4, 5, 6 - School Processes & Programs 2, 3, 4, 5 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: There is a need to increase communication and engagement with families. Root Cause: Barriers exist within the current system with communication and engagement opportunities.</p>
Student Learning
<p>Problem Statement 1: There is a need to continue to provide a focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions.</p>
<p>Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. Root Cause: Lack of multiple data sources across the district being used to show evidence of learner growth.</p>
<p>Problem Statement 5: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. Root Cause: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners.</p>
<p>Problem Statement 6: 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 of district resources/tools for monitoring learner academic, behavioral and social emotional growth.</p>

School Processes & Programs

Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures to meet learner social-emotional growth.

Problem Statement 3: There is a need to strengthen our health enrichment curriculum to include new 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 implemented in 2022-2023 - Data shows high need for mental health supports.

Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security for the campus. **Root Cause:** Alignment with any new state requirements and possible areas identified as needs by campus leadership and safety/security personnel.

Problem Statement 5: 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:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district.

Perceptions

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





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

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

Performance Objective 1: CISD will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training. Lee will provide aligned professional learning and calibrate the implementation of Professional Learning Communities (PLCs) .

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the campus including within professional learning opportunities</p> <p>Strategy's Expected Result/Impact: - Evidence of PLC/MTSS structures in professional learning - Increase use of data to support evidence-based decisions for professional learning -Department meetings, campus meetings, campus intervention/enrichment times - Support for new educators to the district with mentoring and building blocks for PLC/MTSS - BEAM support for 1-2 year educators - Full implementation of Student Success Platform in Panorama</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Designers</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 4 - School Processes & Programs 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain being an Apple Distinguished School.</p> <p>Strategy's Expected Result/Impact: -Increase our learning community and work collaboratively with other Apple Distinguished schools -Showcase virtual learning opportunities and work samples -Attend Apple Global Summit -Encourage staff to explore becoming an Apple Teacher certified -Present at the national level</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Digital Learning Coaches</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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> <ul style="list-style-type: none"> - Promote CISD educators presenting and sharing their knowledge both in district, locally in the state and nationally - Streamline training and gathering of information from various stakeholders - 3-5 year plan for professional learning needs and target specific federal and local funds to ensure continuity and sustainability in the planning process-- <p>Staff Responsible for Monitoring: Campus Administration, Leaders on campus</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Create a district system focused on growing the capacity of individuals, concerning staffing opportunities, which helps with sustainability and succession plans for positions in the district.</p> <p>Strategy's Expected Result/Impact: -Mentoring and growing leaders within the district</p> <ul style="list-style-type: none"> - Reviewing hiring and recruiting practices and specific outreach to a wide variety of colleges and internship programs for specialized staffing positions (ex: administrators, counselors, diagnosticians, licensed school psychologists, librarians, etc.) - Goal setting focused on possible future roles one might take in education for growth opportunities - Increasing student teacher participation rates and connections with various colleges - Pride Pathways - Growing Educator Preparation - CTE Growing Educator Pathway - Empowering Leaders in CISD - (PL targeted to staff wanting to grow in education)- Mentoring and growing leaders within the campus - Increasing student-teacher participation rates and connections with various colleges - Provide internship opportunities for current staff members <p>Staff Responsible for Monitoring: Campus Administration, Leaders on campus</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: There is a need to focus on Multi-Tiered Systems of Support (MTSS) to ensure we are meeting the wide variety of needs within specific learner populations.</p> <p>Root Cause: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.</p>

Student Learning

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

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

Problem Statement 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district.

Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth.

School Processes & Programs

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

Problem Statement 5: There is a need to 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:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district.

Problem Statement 6: There is a need for ongoing support in digital and informational literacy. **Root Cause:** As the use of technology increases to personalize learning on campus, we must provide ongoing support in digital literacy and digital citizenship.





Perceptions

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

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

Performance Objective 2: Lee will calibrate and streamline the MTSS System to integrate with our Professional Learning Community practices to provide additional supports for all learners.

- Evaluation Data Sources:**
- Response to Intervention forms/documents
 - Progress monitoring tools K-5th grade
 - Campus schedules (intervention/enrichment)
 - Panorama

Strategy 1 Details	Reviews			
<p>Strategy 1: Streamline MTSS process (including: data analysis, standardized intervention tools and progress monitoring) and make connections to the PLC process.</p> <p>Strategy's Expected Result/Impact: - Increase effectiveness of tiered interventions</p> <ul style="list-style-type: none"> - Increase usage of data to make evidence-based decisions - Increase use of aligned resources to monitor learner progress <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Language Acquisition Specialists, Designers</p> <p>Problem Statements: Demographics 1, 3, 4 - Student Learning 1, 2, 3, 4, 6 - School Processes & Programs 1, 5 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Long term relationships and academic equity of experiences are impacted by learner mobility. Root Cause: High mobility rates combined with frequent extended travel by our students leads to difficulty with maintaining consistent growth in long-term relationships and providing equitable experiences for learners.</p>
<p>Problem Statement 3: There is a need to increase communication and engagement with families. Root Cause: Barriers exist within the current system with communication and engagement opportunities.</p>
<p>Problem Statement 4: There is a need to focus on Multi-Tiered Systems of Support (MTSS) to ensure we are meeting the wide variety of needs within specific learner populations. Root Cause: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.</p>
Student Learning
<p>Problem Statement 1: There is a need to continue to provide a focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions.</p>

Student Learning

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

Problem Statement 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research based learning strategies for instruction across the district.

Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 6: There is a need to focus on 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 of district resources/tools for monitoring learner academic, behavioral and social emotional growth.

School Processes & Programs

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

Problem Statement 5: There is a need to 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:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district.





Perceptions

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

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

Evaluation Data Sources: Internal/external (newsletters, blogs, website), Schoology courses and resource management, Video connections, and Parent Square.

Strategy 1 Details	Reviews			
<p>Strategy 1: Leverage multimedia platforms to enhance communication and engagement of all stakeholders (ex: virtual PTO meetings, Parent Hub for digital citizenship) to communication to all staff, families and community members.</p> <p>Strategy's Expected Result/Impact: - Usage of multimedia platforms by campus - Increased level of communication for stakeholders - Increase in parent engagement on campus</p> <p>Staff Responsible for Monitoring: Campus Administration, Designers, Campus Web-Liaison, Counselor, Digital Learning Coaches</p> <p>Problem Statements: Demographics 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:





Demographics
<p>Problem Statement 1: Long term relationships and academic equity of experiences are impacted by learner mobility. Root Cause: High mobility rates combined with frequent extended travel by our students leads to difficulty with maintaining consistent growth in long-term relationships and providing equitable experiences for learners.</p>
<p>Problem Statement 3: There is a need to increase communication and engagement with families. Root Cause: Barriers exist within the current system with communication and engagement opportunities.</p>

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

Performance Objective 4: Lee will continue to review and maintain safety and security practices and will implement any additional strategies/protocols put in place by the state.

- Evaluation Data Sources:** - Safety and security drills
- Door sweeps
 - Safety and security training for all staff
 - Safety and security training for learners
 - Continued implementation of Raptor
 - Communication for families

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all safety drills take place within the district, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/recommendations.</p> <p>Strategy's Expected Result/Impact: -Aligned practices for safety and security across the campus/district</p> <ul style="list-style-type: none"> -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: Campus Administration, Designers</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: There is a need to increase communication and engagement with families. Root Cause: Barriers exist within the current system with communication and engagement opportunities.</p>
School Processes & Programs
<p>Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security for the campus. Root Cause: Alignment with any new state requirements and possible areas identified as needs by campus leadership and safety/security personnel.</p>

State Compensatory

Budget for Richard J. Lee Elementary

Total SCE Funds: \$5,416.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We will use these resources to supplement the learning happening in the classroom.

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Resources for learning	199-11-6399-00-112-24-000	\$1,575.00
1	2	3			\$4,916.00
1	3	3			\$500.00
Sub-Total					\$6,991.00