

Coppell Independent School District

District Improvement Plan

2025-2026



Mission Statement

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

Vision

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

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

Value Statement

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Coppell ISD is a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. CISD serves a majority Asian student population in grades EC-12. In the 2024-25 school year, total enrollment was 13,169 which represents a decrease of -1% since 2020-21 (13,314 learners).

In 2024-25, the student population was 56.9% Asian, 21.3% White, 13.1% Hispanic, 4.4% African American, 0.3% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 3.9% multi-racial. Females made up 48.7% of the learners and males represented 51.3%. Our economically disadvantaged percentage was 9.7%.

Our Emergent Bilingual (EB) population consisted of 1813 learners that made up 13.8% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (24.1%), Spanish (19.5%), Tamil (11.7%), Hindi (7.9%), and Arabic (3.9%). Additionally, 20.4% of our EBs were also economically disadvantaged.

Our 1,912 gifted and talented learners constituted 14.5% of our population. Our gender split in the GT group was 42.2% female and 57.8% male. Of the four major ethnic groups, our GT learners were 66.5% Asian, 20.4% White, 8.2% Hispanic and 1.4% African American.

We had 1,671 learners that qualified for special education services, which represented 12.7% of our population. There were 814 learners with 504 accommodations, which was 6.2% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 96.33%, which increased by 0.5% from the prior year.

STAFFING

CISD employed 915 educators and 195 instructional aides in the 2024-25 school year. The number of teachers decreased by 16 from the prior year while the number of aides increased by 12. The ethnic breakdown for the teaching staff was 7% Asian, 74.6% White, 12% Hispanic, 4.5% African American, and 1.9% multi-racial. Females made up 77.7% of the educators and males represented 22.3%.

Overall, our educators had a varying level of professional experience: 8.4% (77) were new to teaching with 0-1 years of experience, 22% (201) had 2-5 years, 20.9% (191) had 6-10 years, 16.2% (148) had 11-15 years, 13.9% (127) had 16-20 years, and 18.7% (171) had more than 20 years. Looking at longevity within the district, 29.3% of our teachers had 0-1 years in district, 34% had 2-5 years, 16.3% had 6-10 years, 7.8% had 11-15 years, 6.8% had 16-20 years and 5.9% had more than 20 years. The average years of professional experience was 11.2 with 8.1 years in the district.

Advanced degrees were held by 31.8% of our teachers: 280 with master's degrees and 11 with doctorates. Our campus principals had 24.9 years of career experience in a professional position (not necessarily as a principal) and 15.3 years in Coppell. Our assistant principals had an average of 17.1 years of professional experience and 5 years in the district.

Our educator retention rate from 2023-24 to 2024-25 was 85.9%. For educational aides it was 68.4%. We hired 136 new teachers in 2024-25. The characteristics of our new teachers were as follows: 7.4% Asian, 63.97% White, 17.6% Hispanic, 8.1% African American, 79.4% female, 20.6% male, 26.5% new to teaching, 16.9% with 2-5 years of professional experience, 25% with 6-10 years, 14.7% with 11-15 years, 13.2% with 16-20 years, 3.7% with more than 20 years and 14.9% new to the campus. The average years of professional experience was 10. 34.6% of our new teachers had advanced degrees.

Demographics Strengths

- Location within Metroplex
- Over 100 languages spoken
- Diversity within the district
- Graduates impact locally and globally
- Learning environments promote inclusion
- Culturally responsive community
- Focus on academic, social emotional and behavioral growth in the district
- Focus on relationships through our CISD Core Values for staff, learners, families and the community
- Family involvement and participation in their child's education
- Intentional focus on engagement and committees serving our entire CISD community
- Intentional focus on gathering feedback through surveys, input meetings and input@coppellisd.com

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to strengthen current practices that prepare all learners for secondary course/program selection.

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

Problem Statement 2 (Prioritized): There is a need to analyze and review data for Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.

Root Cause: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications

Problem Statement 3 (Prioritized): There is a need to focus on the areas in the district identified with significant dis-proportionality.

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

Problem Statement 4 (Prioritized): There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.

Root Cause: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences

Student Learning

Student Learning Summary

District Student Academic Achievement

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 24-25 BOY, MOY, EOY

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 24 to Spring 25 by subject. Click [HERE](#) for an explanation if needed.

TELPAS:

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
All Students					
Total Students	345	302	241	275	228
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	19.87%	64.73%	35.64%	39.04%
1 Level Higher	0.29%	54.30%	14.94%	41.45%	38.16%
2 Levels Higher	1.16%	7.28%	0.83%	3.64%	1.75%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.75	3.11	2.48	2.97	3.01
No Rating	0%	0%	0%	0%	0%
Beginning	8.99%	3.64%	6.22%	2.55%	1.75%
Intermediate	29.28%	17.55%	46.06%	23.27%	17.11%
Advanced	32.75%	36.42%	39%	49.45%	49.12%
Advanced High	28.99%	42.38%	8.71%	24.73%	32.02%
Listening Raw Score	0	0	19.08	22.81	19.53
Listening Scale Score	0	0	1597.03	1672.87	1551.23
Speaking Raw Score	0	0	23.54	26.63	27.46
Speaking Scale Score	0	0	1486.95	1543.29	1546.46

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Writing Raw Score	0	0	12.67	17.13	27.5
Writing Scale Score	0	0	1484.1	1502.92	1527.39
Reading Raw Score	0	0	15.62	20.64	23.57
Reading Scale Score	0	0	1498.16	1563.99	1597.93
Economic Disadvantage					
Total Students	39	24	29	28	38
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	20.83%	68.97%	32.14%	44.74%
1 Level Higher	2.56%	70.83%	6.90%	46.43%	36.84%
2 Levels Higher	0%	4.17%	3.45%	7.14%	2.63%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.65	2.93	1.95	2.66	2.68
No Rating	0%	0%	0%	0%	0%
Beginning	10.26%	4.17%	20.69%	3.57%	5.26%
Intermediate	28.21%	20.83%	65.52%	35.71%	26.32%
Advanced	35.90%	50%	13.79%	46.43%	52.63%
Advanced High	25.64%	25%	0%	14.29%	15.79%
Listening Raw Score	0	0	15.24	20.5	17.74
Listening Scale Score	0	0	1542.28	1619.39	1498.61
Speaking Raw Score	0	0	20.79	25.68	25.97
Speaking Scale Score	0	0	1446.21	1530.54	1503.66
Writing Raw Score	0	0	9.52	15.07	23.39
Writing Scale Score	0	0	1429.14	1469.79	1452.97
Reading Raw Score	0	0	10.72	16.29	19.53
Reading Scale Score	0	0	1444.38	1498.61	1516.39
American Indian/Alaskan Native					
Total Students	3	-	-	-	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Date Taken	03/01/25	-	-	-	-
Lower/Same Level	0%	-	-	-	-
1 Level Higher	0%	-	-	-	-
2 Levels Higher	0%	-	-	-	-
3 Levels Higher	0%	-	-	-	-
TELPAS Composite Score	3.43	-	-	-	-
No Rating	0%	-	-	-	-
Beginning	0%	-	-	-	-
Intermediate	0%	-	-	-	-
Advanced	33.33%	-	-	-	-
Advanced High	66.67%	-	-	-	-
Listening Raw Score	0	-	-	-	-
Listening Scale Score	0	-	-	-	-
Speaking Raw Score	0	-	-	-	-
Speaking Scale Score	0	-	-	-	-
Writing Raw Score	0	-	-	-	-
Writing Scale Score	0	-	-	-	-
Reading Raw Score	0	-	-	-	-
Reading Scale Score	0	-	-	-	-
Asian					
Total Students	273	251	191	214	179
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	19.12%	62.30%	31.31%	38.55%
1 Level Higher	0%	54.18%	15.71%	43.46%	37.43%
2 Levels Higher	1.10%	7.57%	1.05%	4.21%	1.68%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.73	3.18	2.56	3.05	3.08

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
No Rating	0%	0%	0%	0%	0%
Beginning	9.16%	2.39%	4.71%	1.87%	1.12%
Intermediate	29.67%	17.13%	41.36%	17.76%	15.64%
Advanced	32.97%	34.26%	43.98%	53.74%	47.49%
Advanced High	28.21%	46.22%	9.95%	26.64%	35.75%
Listening Raw Score	0	0	19.52	23.25	19.78
Listening Scale Score	0	0	1601.82	1679.37	1559.78
Speaking Raw Score	0	0	24.08	27	27.8
Speaking Scale Score	0	0	1494.07	1549.16	1555.17
Writing Raw Score	0	0	13.24	17.78	28.47
Writing Scale Score	0	0	1493.08	1513.42	1544.4
Reading Raw Score	0	0	16.29	21.39	24.26
Reading Scale Score	0	0	1505.32	1573.79	1613.04
Black/African American					
Total Students	5	5	2	4	1
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	80%	50%	50%	0%
1 Level Higher	20%	0%	0%	50%	100%
2 Levels Higher	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	3.28	2.22	2.4	3.08	3.5
No Rating	0%	0%	0%	0%	0%
Beginning	0%	20%	0%	0%	0%
Intermediate	0%	40%	50%	25%	0%
Advanced	60%	40%	50%	50%	0%
Advanced High	40%	0%	0%	25%	100%
Listening Raw Score	0	0	20.5	24	23

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Listening Scale Score	0	0	1603.5	1700	1604
Speaking Raw Score	0	0	26.5	27.25	28
Speaking Scale Score	0	0	1538	1552.75	1554
Writing Raw Score	0	0	11	18.5	30
Writing Scale Score	0	0	1475	1526.5	1562
Reading Raw Score	0	0	9.5	21.5	30
Reading Scale Score	0	0	1433	1572.5	1683
Hispanic					
Total Students	44	37	28	38	33
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	10.81%	75%	57.89%	36.36%
1 Level Higher	0%	64.86%	10.71%	26.32%	42.42%
2 Levels Higher	2.27%	8.11%	0%	2.63%	3.03%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.78	2.76	2.11	2.52	2.61
No Rating	0%	0%	0%	0%	0%
Beginning	11.36%	10.81%	17.86%	7.89%	6.06%
Intermediate	27.27%	18.92%	64.29%	55.26%	27.27%
Advanced	29.55%	43.24%	14.29%	21.05%	51.52%
Advanced High	31.82%	27.03%	3.57%	15.79%	15.15%
Listening Raw Score	0	0	17.14	20.34	17.91
Listening Scale Score	0	0	1571.43	1628.74	1500.33
Speaking Raw Score	0	0	20.82	24.53	25.48
Speaking Scale Score	0	0	1450	1509.55	1494.58
Writing Raw Score	0	0	9.93	13.45	21.67
Writing Scale Score	0	0	1437.11	1444.13	1425.88
Reading Raw Score	0	0	12.46	16	19.42

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Reading Scale Score	0	0	1463.79	1501.79	1510.33
Native Hawaiian/Pacific Islander					
Total Students	-	-	-	-	-
Date Taken	-	-	-	-	-
Lower/Same Level	-	-	-	-	-
1 Level Higher	-	-	-	-	-
2 Levels Higher	-	-	-	-	-
3 Levels Higher	-	-	-	-	-
TELPAS Composite Score	-	-	-	-	-
No Rating	-	-	-	-	-
Beginning	-	-	-	-	-
Intermediate	-	-	-	-	-
Advanced	-	-	-	-	-
Advanced High	-	-	-	-	-
Listening Raw Score	-	-	-	-	-
Listening Scale Score	-	-	-	-	-
Speaking Raw Score	-	-	-	-	-
Speaking Scale Score	-	-	-	-	-
Writing Raw Score	-	-	-	-	-
Writing Scale Score	-	-	-	-	-
Reading Raw Score	-	-	-	-	-
Reading Scale Score	-	-	-	-	-
Two or More Races					
Total Students	5	2	7	3	3
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	50%	28.57%	100%	33.33%
1 Level Higher	0%	50%	42.86%	0%	66.67%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
2 Levels Higher	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.56	3.5	2.47	2.93	3.17
No Rating	0%	0%	0%	0%	0%
Beginning	0%	0%	14.29%	0%	0%
Intermediate	60%	0%	28.57%	33.33%	0%
Advanced	20%	50%	42.86%	66.67%	66.67%
Advanced High	20%	50%	14.29%	0%	33.33%
Listening Raw Score	0	0	18.57	24	22
Listening Scale Score	0	0	1610.86	1689.33	1586
Speaking Raw Score	0	0	25.14	26	28
Speaking Scale Score	0	0	1524.86	1522.67	1555.33
Writing Raw Score	0	0	11.71	15.67	30
Writing Scale Score	0	0	1471.71	1483.67	1562.67
Reading Raw Score	0	0	14.71	18.33	24.67
Reading Scale Score	0	0	1486.14	1523.33	1609.33
White					
Total Students	15	7	13	16	12
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	42.86%	100%	25%	58.33%
1 Level Higher	0%	42.86%	0%	56.25%	25%
2 Levels Higher	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.71	2.91	2.14	2.96	2.96
No Rating	0%	0%	0%	0%	0%
Beginning	6.67%	0%	0%	0%	0%
Intermediate	33.33%	14.29%	84.62%	18.75%	16.67%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Advanced	33.33%	71.43%	15.38%	56.25%	66.67%
Advanced High	26.67%	14.29%	0%	25%	16.67%
Listening Raw Score	0	0	16.92	22.38	19.33
Listening Scale Score	0	0	1573.46	1680.94	1550.5
Speaking Raw Score	0	0	20.23	26.5	27.75
Speaking Scale Score	0	0	1433.62	1546.38	1556.25
Writing Raw Score	0	0	11.08	17.06	28.08
Writing Scale Score	0	0	1461.46	1499.75	1541.08
Reading Raw Score	0	0	14	21.94	23.83
Reading Scale Score	0	0	1483.46	1586.06	1603.5
Currently Emergent Bilingual					
Total Students	345	302	241	275	228
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	19.87%	64.73%	35.64%	39.04%
1 Level Higher	0.29%	54.30%	14.94%	41.45%	38.16%
2 Levels Higher	1.16%	7.28%	0.83%	3.64%	1.75%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.75	3.11	2.48	2.97	3.01
No Rating	0%	0%	0%	0%	0%
Beginning	8.99%	3.64%	6.22%	2.55%	1.75%
Intermediate	29.28%	17.55%	46.06%	23.27%	17.11%
Advanced	32.75%	36.42%	39%	49.45%	49.12%
Advanced High	28.99%	42.38%	8.71%	24.73%	32.02%
Listening Raw Score	0	0	19.08	22.81	19.53
Listening Scale Score	0	0	1597.03	1672.87	1551.23
Speaking Raw Score	0	0	23.54	26.63	27.46
Speaking Scale Score	0	0	1486.95	1543.29	1546.46

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Writing Raw Score	0	0	12.67	17.13	27.5
Writing Scale Score	0	0	1484.1	1502.92	1527.39
Reading Raw Score	0	0	15.62	20.64	23.57
Reading Scale Score	0	0	1498.16	1563.99	1597.93
Special Ed Indicator					
Total Students	50	41	41	31	28
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	29.27%	85.37%	58.06%	64.29%
1 Level Higher	2%	48.78%	7.32%	32.26%	35.71%
2 Levels Higher	6%	7.32%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.29	2.69	1.87	2.55	2.44
No Rating	0%	0%	0%	0%	0%
Beginning	22%	7.32%	12.20%	9.68%	0%
Intermediate	40%	36.59%	75.61%	41.94%	42.86%
Advanced	24%	31.71%	12.20%	41.94%	53.57%
Advanced High	14%	24.39%	0%	6.45%	3.57%
Listening Raw Score	0	0	14.02	19	15.75
Listening Scale Score	0	0	1488.66	1566.42	1459.04
Speaking Raw Score	0	0	20.63	22.68	25.04
Speaking Scale Score	0	0	1415.85	1440.97	1485.14
Writing Raw Score	0	0	8.95	14.06	21.14
Writing Scale Score	0	0	1428.9	1454.45	1462.61
Reading Raw Score	0	0	10.05	17.39	18.04
Reading Scale Score	0	0	1435.61	1515.55	1532.32

3rd-5th grade STAAR:

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
All Students			
Total Students	891	14	89
Raw Score	34	23	26
Scale Score	1579	1325	15
Percent Score	65.30%	44.09%	69
Approaches Grade Level (TX)	91.92%	50%	89
Meets Grade Level (TX)	76.99%	21.43%	73
Masters Grade Level (TX)	45.79%	0%	42
Date Taken	05/01/25	05/01/25	05
Excluded	0%	0%	0%
Did Not Meet Low	3.93%	21.43%	3.
Did Not Meet High	4.15%	28.57%	6.
Approaches Low	5.16%	21.43%	5.
Approaches High	9.76%	7.14%	10
Meets	31.20%	21.43%	30
Masters	45.79%	0%	42
Economic Disadvantage			
Total Students	72	4	71
Raw Score	28	23	20
Scale Score	1492	1324	14
Percent Score	53.29%	43.75%	53
Approaches Grade Level (TX)	79.17%	50%	70
Meets Grade Level (TX)	47.22%	25%	35
Masters Grade Level (TX)	22.22%	0%	16
Date Taken	05/01/25	05/01/25	05
Excluded	0%	0%	0%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Did Not Meet Low	11.11%	25%	8.
Did Not Meet High	9.72%	25%	27
Approaches Low	12.50%	25%	18
Approaches High	19.44%	0%	16
Meets	25%	25%	18
Masters	22.22%	0%	16
American Indian/Alaskan Native			
Total Students	3	-	3
Raw Score	29	-	27
Scale Score	1526	-	14
Percent Score	56.41%	-	56
Approaches Grade Level (TX)	66.67%	-	66
Meets Grade Level (TX)	33.33%	-	33
Masters Grade Level (TX)	33.33%	-	33
Date Taken	05/01/25	-	05
Excluded	0%	-	0%
Did Not Meet Low	0%	-	0%
Did Not Meet High	33.33%	-	33
Approaches Low	0%	-	33
Approaches High	33.33%	-	0%
Meets	0%	-	0%
Masters	33.33%	-	33
Asian			
Total Students	517	-	57
Raw Score	36	-	28
Scale Score	1608	-	16
Percent Score	68.72%	-	74

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Approaches Grade Level (TX)	94.39%	-	94
Meets Grade Level (TX)	83.56%	-	82
Masters Grade Level (TX)	52.22%	-	51
Date Taken	05/01/25	-	05
Excluded	0%	-	0%
Did Not Meet Low	2.90%	-	2.
Did Not Meet High	2.71%	-	3.
Approaches Low	3.29%	-	3.
Approaches High	7.54%	-	7.
Meets	31.33%	-	31
Masters	52.22%	-	51
Black/African American			
Total Students	37	-	37
Raw Score	30	-	19
Scale Score	1524	-	14
Percent Score	57.59%	-	52
Approaches Grade Level (TX)	83.78%	-	64
Meets Grade Level (TX)	56.76%	-	37
Masters Grade Level (TX)	35.14%	-	10
Date Taken	05/01/25	-	05
Excluded	0%	-	0%
Did Not Meet Low	10.81%	-	5.
Did Not Meet High	5.41%	-	29
Approaches Low	10.81%	-	16
Approaches High	16.22%	-	10
Meets	21.62%	-	27
Masters	35.14%	-	10

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Hispanic			
Total Students	113	13	1
Raw Score	30	24	2
Scale Score	1518	1336	14
Percent Score	57.69%	45.56%	57
Approaches Grade Level (TX)	84.07%	53.85%	73
Meets Grade Level (TX)	58.41%	23.08%	49
Masters Grade Level (TX)	34.51%	0%	23
Date Taken	05/01/25	05/01/25	05
Excluded	0%	0%	0%
Did Not Meet Low	4.42%	15.38%	8.
Did Not Meet High	11.50%	30.77%	17
Approaches Low	10.62%	23.08%	7.
Approaches High	15.04%	7.69%	15
Meets	23.89%	23.08%	25
Masters	34.51%	0%	23
Native Hawaiian/Pacific Islander			
Total Students	-	-	-
Raw Score	-	-	-
Scale Score	-	-	-
Percent Score	-	-	-
Approaches Grade Level (TX)	-	-	-
Meets Grade Level (TX)	-	-	-
Masters Grade Level (TX)	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Did Not Meet High	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
Two or More Races			
Total Students	35	-	36
Raw Score	33	-	24
Scale Score	1565	-	15
Percent Score	64.34%	-	65
Approaches Grade Level (TX)	94.29%	-	83
Meets Grade Level (TX)	77.14%	-	63
Masters Grade Level (TX)	42.86%	-	36
Date Taken	05/01/25	-	05
Excluded	0%	-	0%
Did Not Meet Low	2.86%	-	2.
Did Not Meet High	2.86%	-	13
Approaches Low	2.86%	-	8.
Approaches High	14.29%	-	11
Meets	34.29%	-	27
Masters	42.86%	-	36
White			
Total Students	186	1	18
Raw Score	32	13	25
Scale Score	1551	1186	15
Percent Score	62.26%	25%	68
Approaches Grade Level (TX)	91.40%	0%	91

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Meets Grade Level (TX)	74.73%	0%	72
Masters Grade Level (TX)	37.63%	0%	37
Date Taken	05/01/25	05/01/25	05
Excluded	0%	0%	0%
Did Not Meet Low	5.38%	100%	4.
Did Not Meet High	3.23%	0%	3.
Approaches Low	6.45%	0%	4.
Approaches High	10.22%	0%	14
Meets	37.10%	0%	35
Masters	37.63%	0%	37
Currently Emergent Bilingual			
Total Students	246	14	24
Raw Score	30	23	24
Scale Score	1514	1325	15
Percent Score	57.66%	44.09%	63
Approaches Grade Level (TX)	86.18%	50%	85
Meets Grade Level (TX)	66.26%	21.43%	64
Masters Grade Level (TX)	27.64%	0%	25
Date Taken	05/01/25	05/01/25	05
Excluded	0%	0%	0%
Did Not Meet Low	6.50%	21.43%	6.
Did Not Meet High	7.32%	28.57%	8.
Approaches Low	6.10%	21.43%	7.
Approaches High	13.82%	7.14%	13
Meets	38.62%	21.43%	34
Masters	27.64%	0%	25
First Year of Monitoring			

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Total Students	13	-	13
Raw Score	40	-	37
Scale Score	1670	-	1670
Percent Score	76.92%	-	83.33%
Approaches Grade Level (TX)	100%	-	100%
Meets Grade Level (TX)	100%	-	100%
Masters Grade Level (TX)	76.92%	-	83.33%
Date Taken	05/01/25	-	05/01/25
Excluded	0%	-	0%
Did Not Meet Low	0%	-	0%
Did Not Meet High	0%	-	0%
Approaches Low	0%	-	0%
Approaches High	0%	-	0%
Meets	23.08%	-	15.38%
Masters	76.92%	-	84.62%
Fourth Year of Monitoring			
Total Students	-	-	-
Raw Score	-	-	-
Scale Score	-	-	-
Percent Score	-	-	-
Approaches Grade Level (TX)	-	-	-
Meets Grade Level (TX)	-	-	-
Masters Grade Level (TX)	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
Second Year of Monitoring			
Total Students	71	-	71
Raw Score	42	-	32
Scale Score	1704	-	17
Percent Score	79.93%	-	85
Approaches Grade Level (TX)	98.59%	-	10
Meets Grade Level (TX)	98.59%	-	94
Masters Grade Level (TX)	80.28%	-	78
Date Taken	05/01/25	-	05
Excluded	0%	-	0%
Did Not Meet Low	0%	-	0%
Did Not Meet High	1.41%	-	0%
Approaches Low	0%	-	1.
Approaches High	0%	-	4.
Meets	18.31%	-	15
Masters	80.28%	-	78
Third Year of Monitoring			
Total Students	-	-	-
Raw Score	-	-	-
Scale Score	-	-	-
Percent Score	-	-	-
Approaches Grade Level (TX)	-	-	-
Meets Grade Level (TX)	-	-	-

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Masters Grade Level (TX)	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
Special Ed Indicator			
Total Students	149	3	15
Raw Score	24	27	19
Scale Score	1431	1389	14
Percent Score	46.52%	52.56%	50
Approaches Grade Level (TX)	72.48%	66.67%	67
Meets Grade Level (TX)	38.93%	33.33%	36
Masters Grade Level (TX)	14.77%	0%	15
Date Taken	05/01/25	05/01/25	05
Excluded	0%	0%	0%
Did Not Meet Low	16.11%	0%	16
Did Not Meet High	11.41%	33.33%	22
Approaches Low	13.42%	33.33%	10
Approaches High	20.13%	0%	14
Meets	24.16%	33.33%	27
Masters	14.77%	0%	15

6th - 8th grade STAAR:

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
All Students			
Total Students	1076	378	1102
Raw Score	0	24	0
Scale Score	1789	1743	1792
Percent Score	0%	56.44%	0.07%
Approaches Grade Level (TX)	93.49%	86.24%	90.93%
Meets Grade Level (TX)	85.04%	49.21%	78.49%
Masters Grade Level (TX)	65.71%	13.23%	57.89%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	2.65%	0%
Did Not Meet High	0%	11.11%	0%
Approaches Low	0%	14.55%	0%
Approaches High	0%	22.49%	0%
Meets	0%	35.98%	0%
Masters	0%	13.23%	0.09%
Economic Disadvantage			
Total Students	94	75	115
Raw Score	0	20	0
Scale Score	1629	1676	1632
Percent Score	0%	46.73%	0%
Approaches Grade Level (TX)	75.53%	69.33%	71.30%
Meets Grade Level (TX)	54.26%	26.67%	47.83%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Masters Grade Level (TX)	26.60%	2.67%	20.87%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	8%	0%
Did Not Meet High	0%	22.67%	0%
Approaches Low	0%	21.33%	0%
Approaches High	0%	21.33%	0%
Meets	0%	24%	0%
Masters	0%	2.67%	0%
American Indian/Alaskan Native			
Total Students	3	1	5
Raw Score	0	24	0
Scale Score	1867	1732	1734
Percent Score	0%	55.81%	0%
Approaches Grade Level (TX)	100%	100%	80%
Meets Grade Level (TX)	100%	0%	80%
Masters Grade Level (TX)	66.67%	0%	40%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	100%	0%
Meets	0%	0%	0%
Masters	0%	0%	0%
Asian			
Total Students	647	140	641

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Raw Score	0	28	0
Scale Score	1829	1799	1847
Percent Score	0%	64.44%	0%
Approaches Grade Level (TX)	96.60%	95%	95.79%
Meets Grade Level (TX)	91.50%	69.29%	87.68%
Masters Grade Level (TX)	76.66%	27.14%	73.32%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	2.14%	0%
Did Not Meet High	0%	2.86%	0%
Approaches Low	0%	9.29%	0%
Approaches High	0%	16.43%	0%
Meets	0%	42.14%	0%
Masters	0%	27.14%	0%
Black/African American			
Total Students	45	39	38
Raw Score	0	20	1
Scale Score	1620	1674	1685
Percent Score	0%	46.27%	2.07%
Approaches Grade Level (TX)	75.56%	69.23%	81.58%
Meets Grade Level (TX)	55.56%	23.08%	52.63%
Masters Grade Level (TX)	24.44%	2.56%	31.58%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	30.77%	0%
Approaches Low	0%	23.08%	0%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Approaches High	0%	23.08%	0%
Meets	0%	20.51%	0%
Masters	0%	2.56%	2.63%
Hispanic			
Total Students	125	75	164
Raw Score	0	21	0
Scale Score	1706	1689	1676
Percent Score	0%	48.59%	0%
Approaches Grade Level (TX)	81.60%	73.33%	79.27%
Meets Grade Level (TX)	70.40%	32%	56.10%
Masters Grade Level (TX)	42.40%	5.33%	26.22%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	8%	0%
Did Not Meet High	0%	18.67%	0%
Approaches Low	0%	20%	0%
Approaches High	0%	21.33%	0%
Meets	0%	26.67%	0%
Masters	0%	5.33%	0%
Native Hawaiian/Pacific Islander			
Total Students	2	2	1
Raw Score	0	22	0
Scale Score	1551	1697	1718
Percent Score	0%	50%	0%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	0%	0%	100%
Masters Grade Level (TX)	0%	0%	0%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	50%	0%
Approaches High	0%	50%	0%
Meets	0%	0%	0%
Masters	0%	0%	0%
Two or More Races			
Total Students	32	15	37
Raw Score	0	23	0
Scale Score	1777	1722	1804
Percent Score	0%	53.95%	0%
Approaches Grade Level (TX)	100%	93.33%	89.19%
Meets Grade Level (TX)	87.50%	33.33%	81.08%
Masters Grade Level (TX)	59.38%	0%	48.65%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	6.67%	0%
Approaches Low	0%	13.33%	0%
Approaches High	0%	46.67%	0%
Meets	0%	33.33%	0%
Masters	0%	0%	0%
White			
Total Students	222	106	216
Raw Score	0	24	0

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Scale Score	1758	1736	1733
Percent Score	0%	55.64%	0%
Approaches Grade Level (TX)	93.69%	88.68%	87.50%
Meets Grade Level (TX)	80.63%	48.11%	72.22%
Masters Grade Level (TX)	56.76%	6.60%	43.06%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0.94%	0%
Did Not Meet High	0%	10.38%	0%
Approaches Low	0%	14.15%	0%
Approaches High	0%	26.42%	0%
Meets	0%	41.51%	0%
Masters	0%	6.60%	0%
Currently Emergent Bilingual			
Total Students	142	106	160
Raw Score	0	23	0
Scale Score	1626	1726	1625
Percent Score	0%	53.99%	0%
Approaches Grade Level (TX)	73.24%	81.13%	70%
Meets Grade Level (TX)	50.70%	43.40%	40.62%
Masters Grade Level (TX)	15.49%	15.09%	13.75%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	7.55%	0%
Did Not Meet High	0%	11.32%	0%
Approaches Low	0%	16.98%	0%
Approaches High	0%	20.75%	0%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Meets	0%	28.30%	0%
Masters	0%	15.09%	0%
First Year of Monitoring			
Total Students	114	30	62
Raw Score	0	25	0
Scale Score	1785	1747	1822
Percent Score	0%	57.75%	0%
Approaches Grade Level (TX)	98.25%	96.67%	98.39%
Meets Grade Level (TX)	94.74%	56.67%	93.55%
Masters Grade Level (TX)	70.18%	13.33%	77.42%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	3.33%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	20%	0%
Approaches High	0%	20%	0%
Meets	0%	43.33%	0%
Masters	0%	13.33%	0%
Fourth Year of Monitoring			
Total Students	38	4	58
Raw Score	0	31	0
Scale Score	1883	1850	1836
Percent Score	0%	72.67%	0%
Approaches Grade Level (TX)	100%	100%	96.55%
Meets Grade Level (TX)	100%	100%	94.83%
Masters Grade Level (TX)	92.11%	25%	82.76%
Date Taken	04/15/25	05/01/25	04/15/25

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	0%	75%	0%
Masters	0%	25%	0%
Second Year of Monitoring			
Total Students	11	-	16
Raw Score	0	-	0
Scale Score	1879	-	1858
Percent Score	0%	-	0%
Approaches Grade Level (TX)	100%	-	100%
Meets Grade Level (TX)	100%	-	100%
Masters Grade Level (TX)	100%	-	93.75%
Date Taken	04/15/25	-	04/15/25
Excluded	0%	-	0%
Did Not Meet Low	0%	-	0%
Did Not Meet High	0%	-	0%
Approaches Low	0%	-	0%
Approaches High	0%	-	0%
Meets	0%	-	0%
Masters	0%	-	0%
Third Year of Monitoring			
Total Students	4	-	7
Raw Score	0	-	0
Scale Score	1864	-	1908

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Percent Score	0%	-	0%
Approaches Grade Level (TX)	100%	-	100%
Meets Grade Level (TX)	100%	-	85.71%
Masters Grade Level (TX)	100%	-	85.71%
Date Taken	04/15/25	-	04/15/25
Excluded	0%	-	0%
Did Not Meet Low	0%	-	0%
Did Not Meet High	0%	-	0%
Approaches Low	0%	-	0%
Approaches High	0%	-	0%
Meets	0%	-	0%
Masters	0%	-	0%
Special Ed Indicator			
Total Students	129	112	123
Raw Score	0	21	0
Scale Score	1618	1687	1590
Percent Score	0%	48.01%	0.64%
Approaches Grade Level (TX)	69.77%	70.54%	53.66%
Meets Grade Level (TX)	40.31%	26.79%	35.77%
Masters Grade Level (TX)	21.71%	5.36%	17.07%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	5.36%	0%
Did Not Meet High	0%	24.11%	0%
Approaches Low	0%	19.64%	0%
Approaches High	0%	24.11%	0%
Meets	0%	21.43%	0%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Science, Grade 6
Masters	0%	5.36%	0.81%

Spring 2025 End of Course:

	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Biology	Spring 2025 STAAR EOC, Chemistry
All Students				
Total Students	1123	1114	1082	1145
Raw Score	45	49	38	47
Scale Score	4823	4529	4548	4443
Percent Score	76.89%	76.91%	71.60%	73.15%
Approaches Grade Level (TX)	95.28%	92.46%	98.61%	90.83%
Meets Grade Level (TX)	82.46%	86.45%	90.94%	83.06%
Masters Grade Level (TX)	69.28%	47.13%	52.50%	27.34%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%
Did Not Meet Low	1.78%	3.95%	0.37%	4.19%
Did Not Meet High	2.94%	3.59%	1.02%	4.98%
Approaches Low	6.14%	2.24%	2.03%	2.97%
Approaches High	6.68%	3.77%	5.64%	4.80%
Meets	13.18%	39.32%	38.45%	55.72%
Masters	69.19%	47.13%	52.50%	27.34%
Economic Disadvantage				
Total Students	116	130	113	128
Raw Score	33	40	32	34
Scale Score	4112	4176	4251	3961

	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Biology	Spring 2025 STAAR EOC, Science
Percent Score	55.13%	62.28%	60.09%	52.48%
Approaches Grade Level (TX)	82.76%	74.62%	92.92%	63.28%
Meets Grade Level (TX)	46.55%	61.54%	69.03%	46.09%
Masters Grade Level (TX)	29.31%	24.62%	28.32%	6.25%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%
Did Not Meet Low	4.31%	16.92%	1.77%	18.75%
Did Not Meet High	12.93%	8.46%	5.31%	17.97%
Approaches Low	17.24%	3.85%	7.96%	7.03%
Approaches High	18.97%	9.23%	15.93%	10.16%
Meets	17.24%	36.92%	40.71%	39.84%
Masters	29.31%	24.62%	28.32%	6.25%
American Indian/Alaskan Native				
Total Students	3	3	3	-
Raw Score	35	44	31	-
Scale Score	4602	4226	4209	-
Percent Score	59.32%	68.75%	59.12%	-
Approaches Grade Level (TX)	66.67%	100%	100%	-
Meets Grade Level (TX)	33.33%	100%	66.67%	-
Masters Grade Level (TX)	33.33%	0%	0%	-
Date Taken	05/01/25	05/01/25	05/01/25	-
Excluded	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	-
Did Not Meet High	33.33%	0%	0%	-
Approaches Low	0%	0%	0%	-
Approaches High	33.33%	0%	33.33%	-
Meets	0%	100%	66.67%	-

	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Biology	Spring 2025 STAAR EOC, Science
Masters	33.33%	0%	0%	-
Asian				
Total Students	640	614	609	630
Raw Score	51	53	40	50
Scale Score	5152	4694	4671	4579
Percent Score	85.84%	82.82%	76.09%	78.58%
Approaches Grade Level (TX)	99.06%	96.58%	99.34%	97.46%
Meets Grade Level (TX)	94.22%	94.30%	96.72%	91.59%
Masters Grade Level (TX)	86.09%	61.40%	64.53%	35.71%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%
Did Not Meet Low	0.47%	1.63%	0.33%	0.79%
Did Not Meet High	0.47%	1.79%	0.33%	1.75%
Approaches Low	2.03%	0.49%	0.16%	1.90%
Approaches High	2.81%	1.79%	2.46%	3.97%
Meets	8.12%	32.90%	32.18%	55.87%
Masters	86.09%	61.40%	64.53%	35.71%
Black/African American				
Total Students	54	58	51	67
Raw Score	33	39	31	38
Scale Score	4107	4121	4187	4085
Percent Score	56.03%	61.29%	57.90%	58.75%
Approaches Grade Level (TX)	87.04%	75.86%	88.24%	79.10%
Meets Grade Level (TX)	51.85%	67.24%	76.47%	62.69%
Masters Grade Level (TX)	25.93%	12.07%	15.69%	4.48%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%

	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Biology	Spring 2025 STAAR EOC, Science
Did Not Meet Low	7.41%	13.79%	1.96%	10.45%
Did Not Meet High	5.56%	10.34%	9.80%	10.45%
Approaches Low	14.81%	3.45%	1.96%	4.48%
Approaches High	20.37%	5.17%	9.80%	11.94%
Meets	25.93%	55.17%	60.78%	58.21%
Masters	25.93%	12.07%	15.69%	4.48%
Hispanic				
Total Students	139	150	137	175
Raw Score	34	42	33	39
Scale Score	4193	4219	4301	4161
Percent Score	58.18%	65.13%	62.21%	61.37%
Approaches Grade Level (TX)	86.33%	79.33%	99.27%	74.29%
Meets Grade Level (TX)	55.40%	68%	72.99%	61.71%
Masters Grade Level (TX)	32.37%	22.67%	28.47%	12%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%
Did Not Meet Low	5.04%	10%	0%	10.86%
Did Not Meet High	8.63%	10.67%	0.73%	14.86%
Approaches Low	17.99%	5.33%	8.03%	6.29%
Approaches High	12.95%	6%	18.25%	6.29%
Meets	23.02%	45.33%	44.53%	49.71%
Masters	32.37%	22.67%	28.47%	12%
Native Hawaiian/Pacific Islander				
Total Students	1	1	1	4
Raw Score	35	47	29	34
Scale Score	4127	4320	4109	3988
Percent Score	59.32%	73.44%	54.72%	53.52%

	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Biology	Spring 2025 STAAR EOC, Science
Approaches Grade Level (TX)	100%	100%	100%	75%
Meets Grade Level (TX)	100%	100%	100%	25%
Masters Grade Level (TX)	0%	0%	0%	0%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	25%
Did Not Meet High	0%	0%	0%	0%
Approaches Low	0%	0%	0%	0%
Approaches High	0%	0%	0%	50%
Meets	100%	100%	100%	25%
Masters	0%	0%	0%	0%
Two or More Races				
Total Students	44	48	48	31
Raw Score	44	49	38	46
Scale Score	4683	4509	4574	4375
Percent Score	74.23%	76.40%	72.13%	71.17%
Approaches Grade Level (TX)	95.45%	100%	97.92%	93.55%
Meets Grade Level (TX)	75%	87.50%	93.75%	83.87%
Masters Grade Level (TX)	68.18%	39.58%	56.25%	22.58%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	3.23%
Did Not Meet High	4.55%	0%	2.08%	3.23%
Approaches Low	11.36%	10.42%	0%	6.45%
Approaches High	9.09%	2.08%	4.17%	3.23%
Meets	6.82%	47.92%	37.50%	61.29%
Masters	68.18%	39.58%	56.25%	22.58%

	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Biology	Spring 2025 STAAR EOC, Science
White				
Total Students	242	240	233	238
Raw Score	41	47	36	46
Scale Score	4506	4409	4451	4409
Percent Score	69.39%	73.16%	68.48%	72.08%
Approaches Grade Level (TX)	92.56%	92.50%	98.71%	88.66%
Meets Grade Level (TX)	75.62%	82.08%	89.27%	82.77%
Masters Grade Level (TX)	56.61%	36.67%	43.35%	23.95%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%
Did Not Meet Low	2.48%	4.58%	0.43%	6.30%
Did Not Meet High	4.96%	2.92%	0.86%	5.04%
Approaches Low	7.44%	2.92%	3.86%	2.52%
Approaches High	9.50%	7.50%	5.58%	3.36%
Meets	19.01%	45.42%	45.92%	58.82%
Masters	56.20%	36.67%	43.35%	23.95%
Currently Emergent Bilingual				
Total Students	93	105	93	98
Raw Score	34	32	29	30
Scale Score	4179	3873	4114	3831
Percent Score	57.94%	49.40%	54.60%	46.40%
Approaches Grade Level (TX)	83.87%	56.19%	93.55%	54.08%
Meets Grade Level (TX)	52.69%	38.10%	55.91%	32.65%
Masters Grade Level (TX)	35.48%	4.76%	13.98%	1.02%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%
Did Not Meet Low	6.45%	26.67%	2.15%	22.45%

	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Biology	Spring 2025 STAAR EOC, Science
Did Not Meet High	9.68%	17.14%	4.30%	23.47%
Approaches Low	17.20%	5.71%	11.83%	9.18%
Approaches High	13.98%	12.38%	25.81%	12.24%
Meets	17.20%	33.33%	41.94%	31.63%
Masters	35.48%	4.76%	13.98%	1.02%
First Year of Monitoring				
Total Students	50	35	34	44
Raw Score	48	51	37	45
Scale Score	4903	4516	4464	4300
Percent Score	82.07%	79.06%	69.53%	69.99%
Approaches Grade Level (TX)	100%	97.14%	100%	100%
Meets Grade Level (TX)	96%	94.29%	94.12%	90.91%
Masters Grade Level (TX)	78%	34.29%	44.12%	4.55%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%
Did Not Meet High	0%	2.86%	0%	0%
Approaches Low	2%	0%	0%	2.27%
Approaches High	2%	2.86%	5.88%	6.82%
Meets	18%	60%	50%	86.36%
Masters	78%	34.29%	44.12%	4.55%
Fourth Year of Monitoring				
Total Students	87	109	109	118
Raw Score	50	54	40	52
Scale Score	5086	4728	4667	4617
Percent Score	84.04%	84.83%	76.32%	80.69%
Approaches Grade Level (TX)	98.85%	100%	100%	98.31%

	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Biology	Spring 2025 STAAR EOC, Science
Meets Grade Level (TX)	91.95%	98.17%	96.33%	96.61%
Masters Grade Level (TX)	80.46%	66.06%	65.14%	34.75%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%
Did Not Meet High	1.15%	0%	0%	1.69%
Approaches Low	2.30%	0.92%	0%	0%
Approaches High	4.60%	0.92%	3.67%	1.69%
Meets	11.49%	32.11%	31.19%	61.86%
Masters	80.46%	66.06%	65.14%	34.75%
Second Year of Monitoring				
Total Students	22	17	17	24
Raw Score	49	50	38	48
Scale Score	5117	4507	4516	4412
Percent Score	82.97%	78.31%	71.59%	74.54%
Approaches Grade Level (TX)	95.45%	94.12%	94.12%	100%
Meets Grade Level (TX)	86.36%	94.12%	94.12%	91.67%
Masters Grade Level (TX)	77.27%	47.06%	64.71%	20.83%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	5.88%	5.88%	0%
Did Not Meet High	4.55%	0%	0%	0%
Approaches Low	4.55%	0%	0%	4.17%
Approaches High	4.55%	0%	0%	4.17%
Meets	9.09%	47.06%	29.41%	70.83%
Masters	77.27%	47.06%	64.71%	20.83%
Third Year of Monitoring				

	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Biology	Spring 2025 STAAR EOC, Science
Total Students	15	4	4	8
Raw Score	53	53	39	52
Scale Score	5387	4785	4572	4583
Percent Score	90.40%	83.20%	73.58%	81.25%
Approaches Grade Level (TX)	100%	100%	100%	100%
Meets Grade Level (TX)	93.33%	100%	100%	100%
Masters Grade Level (TX)	93.33%	50%	50%	25%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%
Approaches Low	6.67%	0%	0%	0%
Approaches High	0%	0%	0%	0%
Meets	0%	50%	50%	75%
Masters	93.33%	50%	50%	25%
Special Ed Indicator				
Total Students	88	89	82	71
Raw Score	30	34	28	30
Scale Score	4012	3960	4091	3874
Percent Score	50.71%	52.74%	53.45%	47.49%
Approaches Grade Level (TX)	71.59%	61.80%	87.80%	50.70%
Meets Grade Level (TX)	43.18%	41.57%	56.10%	30.99%
Masters Grade Level (TX)	27.27%	10.11%	19.51%	9.86%
Date Taken	05/01/25	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%	0%
Did Not Meet Low	11.36%	21.35%	3.66%	25.35%
Did Not Meet High	17.05%	16.85%	8.54%	23.94%

	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Biology	Spring
Approaches Low	13.64%	7.87%	12.20%	9.86%
Approaches High	14.77%	12.36%	19.51%	9.86%
Meets	15.91%	31.46%	36.59%	21.13%
Masters	26.14%	10.11%	19.51%	9.86%

As we go into 2025-2026, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data and Student Success Platform for housing Intervention Plans
- LAS - Language Testing
- TELPAS
- Grades in Subjects/Courses
- 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 - Tutoring/Documentation of Learner Growth

There are also several mandates from House Bill 3 as well as Senate Bill 11 that will continue to be embedded in our goals and strategies moving ahead this year. New goals will be developed in partnership with our school board will meet the requirements for House Bill 3 surrounding early intervention and College, Career and Military Readiness (CCMR) goals.

The strategies around Senate Bill 11 (added to the District Improvement Plan) will continue to include a focus on safety and updates to the threat assessment process, parental involvement and mental health support, mental health supports within curriculum and partnership with the district SHAC committee, and Trauma training. We are also continue to be working closely with campuses on embedding the required positive character traits and health TEKS within our curriculum and instruction. We will continue to work with our campuses on reviewing specific data related to discipline, threat assessments, bullying, cyberbullying and behavioral needs. This will help us in looking at trends as well as specific training that needs to be embedded for staff across the district. We will also continue to gather feedback from our staff, families and learners on specific feedback they have in the areas such as culture, climate, engagement, social emotional needs, and bullying/cyberbullying concerns.

There will continue to be a focus on behavioral support through the lens of PBIS (Positive Behavioral Interventions and Supports). We will continue to work with campuses to ensure we are being proactive with our behaviors through our classroom management strategies and campus wide expectations. This also includes working with our all of our support staff positions to provide additional support with classroom management and behavior as needed to campuses. We will also continue focusing on how we are gathering progress monitoring for behavior needs, attendance interventions and working with restorative practices as a part of the disciplinary process.

House Bill 1481 (revision of Texas Education Code 37.082), recently passed by the 89th Texas Legislature and signed into law by the Governor, requires all public school districts in Texas to adopt a policy prohibiting the use of personal communication devices during school hours. In alignment with this law, Coppell ISD has established clear expectations and procedures to ensure a focused and distraction-free learning environment for all students.

Student Learning Strengths

- Overall performance on SAT, ACT and AP assessments - well above state levels and approaches or exceed the national level of performance
- High performance on State Testing (STAAR, EOC)
- Numerous awards presented to our learners across the district for state and national recognition
- Continued focus on CTE Certifications and Completions
- Opportunities for participation in Career and Technical Student Organizations (CTSOs)
- Participation and success in co-curricular and extra curricular activities
- Successful Athletic Programs and Fine Arts Opportunities Given as well as awards received
- Opportunities for celebrating growth with our core value of Redefining Success
- Focus on the Whole Child (Academic, Social Emotional, Mental Health and Behavioral) needs and growth
- Aligned district resources/tools to help support and measure learner growth
- Intentional focus for systems for Professional Learning Communities (PLCs) and Multi-Tiered Systems of Support (MTSS)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.

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

Problem Statement 2 (Prioritized): There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.

Root Cause: Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups

Problem Statement 3 (Prioritized): There is a need to continue our efforts with CCMR including: increased CTE endorsements/enrichment opportunities, increased dual credit opportunities and increased TSIA participation (as needed) through Texas College Bridge opportunities.

Root Cause: Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation

Problem Statement 4 (Prioritized): There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth.

Root Cause: Inconsistencies still exist within full implementation of curriculum and instructional resources

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

Root Cause: Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

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

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

Problem Statement 7 (Prioritized): There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional)

Root Cause: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

District Processes & Programs Summary

We continue to review district processes and programs annually to ensure we are not only in compliance, but are providing the best support possible for our learners, families and staff in CISD.

Overview CISD:

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

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

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

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

Strategic Design Committees Implementation 2024-2026

During the 2024-2025 school year, the district took next steps with parts of the strategic design work from 2023-2024. This work will continue this year for 2025-2026 and there will be a few additional areas added. The specific focus areas identified through the strategic design work were the following:

Student Learning and Progress:

Objective 1 - Maximize educator capacity to meet the varied needs of all learners.

1.1 Strategy - Create and implement consistent district-side systems with fidelity that value equitable student support and growth.

1.1.1 Specific Result - Ensure continuous cycle of improvement of Professional Learning Communities (PLCs) as a highly functional PLC is the vehicle by which educator capacity is maximized to support student outcomes within Multi-Tiered Systems of Support (MTSS).

1.2 Strategy - Proactively and intentionally ensure high quality Tier I instruction to transform student learning.

1.2.1 Specific Result - Design and implement a system of professional learning that inspires teachers to grow their capacity to meet the varied needs of all learners through transformative Tier I instruction.

Student Readiness:

Objective 2 - CISD will maximize our learners' readiness, self-awareness and exposure to their unique career pathway opportunities.

2.1 Strategy - Raise awareness for all stakeholders about current and expanding career pathway opportunities.

2.1.1 Specific Result - Develop a comprehensive awareness program for all stakeholders (with a special emphasis on parents and students) that provides timely communication platforms for middle and high school students, including a robust interactive online information hub.

2.2 Strategy - Develop holistic benchmarks, academic, social emotional, and mental, to ensure learner readiness utilizing modern academic approaches.

2.2.1 Specific Result - Develop and implement a comprehensive PK-12 social-emotional curriculum as well as a plan for assessing character traits, social emotional skills and readiness.

2.2.2 Specific Result - Ensure a system of academic benchmarks are developed and implemented consistently resulting in increased learner readiness.

Professional Learning and Quality Staff:

Objective 3 - Recruit, retain, and develop high quality staff.

3.1 Strategy - Utilize the strengths of the district's culture to recruit high quality staff.

3.1.1 Specific Result - Develop a comprehensive recruitment plan to increase the highly qualified applicant pool.

3.2 Strategy - Maximize retention by introducing educator voice in their individualized professional learning.

3.2.1 Specific Result - Revise and finalize a professional learning framework that supports choice and autonomy while leveraging alignment to district priorities and needs across communities, roles, and departments.

3.2.2 Specific Result - Create a systematic process for building the capacity of administrators, support staff, and educators to design and facilitate quality professional learning using the CISD Professional Learning Framework.

Community Engagement and Partnerships:

Objective 4 - Foster enthusiasm for the wide array of opportunities and services accessible to our entire community.

4.1 Strategy - Identify relevant communication strategies to reach all subsets of key stakeholders.

4.1.1 Specific Result - Ensure all Coppell ISD parents and guardians, teachers and staff, students and community members receive timely and relevant information that enhances their experience as a CISD stakeholder.

4.2 Strategy - Drive collaboration between CISD and strategic allies to develop opportunities, experiences, and skill sets that prepare learners for their next steps.

4.2.1 Specific Result - Develop a comprehensive system to ensure strategic partners invest in students' futures.

Engaged, Well-Rounded Students:

Objective 5 - Engage the whole child in experiences that foster a sense of belonging.

5.1 Strategy - Create and revamp spaces that boost experiences within and beyond the classroom.

5.1.1 Specific Result - Within: Teacher and Student Training: Implement a comprehensive professional development plan to ensure educators and students are well-prepared to create a sense of belonging emphasizing empathy and perspective taking.

5.1.2 Specific Result - Beyond: Pilot flexible common areas as well as extracurricular activities to ensure that all students have opportunities to engage with peers in order to create a sense of belonging.

5.2 Strategy - Develop staff and educators with an inclusive mindset focusing on meeting the needs of each learner.

5.2.1 Specific Result - To ensure all students feel included, recognized, connected, and appreciated by staff and educators.

Fiscal and Operational Systems:

Objective 6 - Optimize investment to enhance a comprehensive total rewards package.

6.1 Strategy - Expand creative benefit offerings to differentiate Coppell ISD from other North Texas school districts.

6.1.1 Specific Result - Create and implement a unique, individualized benefit package that offers voice and choice to employees.

6.1.2 Specific Result - Create and implement an individualized professional development program that adds value by increasing district competencies and is valued by employees.

Objective 7 - Determine a long-term properties plan taking into account age of facilities, available space, current and projected enrollment and program needs.

7.1 Strategy - Implement an evaluation process and a prioritization matrix to assess current and future expenditures.

7.1.1 Specific Result - Develop an evaluation process that promotes more efficient facility and property management, cost savings, improved learning environments, transparency, data-driven decision-making, and long-term sustainability in property management by prioritizing expenditures and addressing long-term needs.

Safety and Well-Being:

Objective 8 - Ensure consistent and proactive standards, upheld by all community members, for the physical safety of learners and staff.

8.1 Strategy - Develop a plan to assess gaps in current safety protocols and processes.

8.1.1 Specific Result - Focus on developing strategies to improve active and timely communication, technology, perimeter security, and traffic management at each campus, ensuring consistent and proactive standards for the physical safety of learners and staff.

8.2 Strategy - Increase accountability of individual roles in safety protocols.

8.2.1 Specific Result - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders.

Objective 9 - Create a nurturing and inclusive environment where each individual is supported.

9.1 Strategy - Ensure mental health resources are adequate.

9.1.1 Specific Result - Develop a comprehensive mental health plan to assess needs and ensure implementation of best practices and appropriate resources for all stakeholders.

9.2 Strategy - Intervene early to promote mental well-being.

9.2.1 Specific Result - Implement campus and district character development teams to guide a common language and identify a purpose that is easy for teachers and students to understand.

9.2.2 Specific Result - Implement a common time for teachers and students to meet and build relationships focusing on character development, mental health resources and goals for success.

9.2.3 Specific Result - Establish a mental health initiative that brings together resources and services, aiming to actively champion and prioritize the mental well-being of staff members.

Strategic Design Committee 2023-2024 and Past Work with Facilities, Visioning and Bond Committee

During the 2023-2024 school year, the CISD Strategic Design Committee took the previous work from the district with our Facilities Committee, Visioning Committees and Bond Committees and began working on taking the focus areas from previous feedback and committees to create action plans/strategies for specific district work moving forward. CISD partnered with an outside company, N2Learning, as next steps were discussed. As a reminder see below for CISD Facilities and CISD Staff and Community Visioning Committees and CISD Bond Committee.

CISD Facilities

A CISD Facilities committee met in 2019-2020 and our CISD Visioning Staff and Community Committees 2020-2021 continued this work to discuss current needs and future needs for facilities in CISD. We continue to review possible needs based on enrollment, programs and improvements to facilities.

CISD Staff Visioning Committee and CISD Community Visioning Committee

In 2021, CISD launched a Visioning Committee consisting of a diverse group of staff and community members, as well as representatives from the CISD Board of Trustees and district Executive Leadership Team. CISD staff and community members working on visioning work were tasked with focusing on the future needs of the district. Visioning groups specifically looked at resources, programs, facilities and overall systemic structures that would impact learning. They identified the current strengths, weaknesses, opportunities and threats for CISD. They also worked to prioritize focus areas for growth, improvement and possible needs moving ahead for the next five to 10 years. The outcome of this visioning effort has been shared with the CISD Board of Trustees, and internal research teams will now investigate how CISD might move ahead in the specific priority areas brought to light by the Visioning Committee. The research teams shared next steps with the CISD Cabinet, CISD Executive Leadership Team and the CISD School Board throughout the year.

CISD Bond Committee

In 2022, CISD launched a CISD Bond Committee who worked together to review the previous work and feedback from the community in order to help make a bond package to present to the school board. The following shows the approved propositions and the work has begun with this process and will continue over the next several years in CISD.

All four propositions in the Coppell ISD 2023 Bond have passed in the May 6 election.

TOTAL PROPOSED BOND: \$321,511,000

Proposition A - \$269,584,000

- Priority condition improvements at all CISD campuses, which includes
 - New playgrounds and playground shading at all CISD elementary schools, (except for Canyon Ranch Elementary, which opened in 2019)
 - Interior refresh, including new flooring and painting, at CISD elementary schools and facilities (except for Canyon Ranch Elementary and Richard J. Lee Elementary)
 - Classroom and office furnishings at schools and buildings

- HVAC replacements based on condition life cycles
- Site improvements (e.g. drainage, sidewalks, fencing, signage, ADA and resurfacing the walking track at 9 elementary schools, aside from Lee and Canyon Ranch)
- Roof replacement and repairs based on condition life cycles
- Elementary renovations and PreK classroom additions at three elementary schools
- Safety and security features at all schools and buildings
- Multipurpose lab/makerspace for STEM at all middle schools

Proposition B - \$39,472,000

- Technology Upgrades and Lifecycle Replacements of Student and Staff Devices
- Wireless Access
- Audiovisual Equipment

Proposition C - \$2,931,000

- Renovations to Buddy Echols Field (used by band, cheerleaders, color guard, football, lariettes, soccer, track & field and middle school football and track) to include Track and Turf Lifecycle Replacements and Seat Backs

Proposition D - \$9,524,000

- Coppell High School Field House Turf Lifecycle Replacement
- Tennis Center improvements and locker room addition

Safety Updates:

We will continue to implement pieces from Senate Bill 11 and House Bill 3 as well as the new requirements for safety placed on district from the state. These include: Training on Threat Assessment protocols, Parental Involvement, Mental Health Support/Training, Safety Planning and Security Personnel as well as specific door sweeps and continued efforts with safety drills for all campus and district building. Our district improvement plan includes several of these elements along with more updates will occur throughout the year in various district committees including DEIC, SHAC and the Safety and Security Design Team. We will continue implementing any new systems/structures for safety and security based on TEA requirements for campuses this school year.

District Safety Practices communicated to all stakeholders:

CISD has a multi-hazard Emergency Operations Plan that is aligned with the Texas Unified School Safety and Security Standards and Chapter 37 of the Texas Education Code. Based on self-assessments, parent and community feedback, student reports and formal audit findings, the Emergency Operations Plan is continually updated and revised. CISD also partners with the City of Coppell and the Dallas County Sheriff's Office to have School Resource Officers and School Resource Deputies assigned to each of our campuses.

Other safety measures include:

- Bullet-resistant film on exterior windows.

- Requirement for all exterior doors to remain closed and secured.
- One main entrance at each school and the use of a door camera, intercom and buzzer at that entrance for entry during school hours.
- Restricted access so that visitors must go through the office and be checked in before entering the schools.
- Background checks are required for all volunteers. Visit www.coppellisd.com/volunteer to apply for a volunteer background check.

Every school and district building's exterior doors are being audited to ensure that they are locked. The Texas School Safety Center also has been charged with conducting intruder detection audits. CISD is conducting weekly campus exterior door sweeps to check that these doors are closed and locked.

The district also has Stop the Bleed Bags, EpiPen Auto Injectors and Automated Electronic Defibrillators (AEDs) located on every campus and near large venues like gyms, cafeterias and auditoriums.

Our best line of defense is a well-trained, highly-alert staff and student body. CISD schools have regular safety drills following the Standard Response Protocol throughout the school year involving both students and staff. CISD uses the Standard Response Protocol to respond to any incident such as weather, accidents, intruders or other threats. To learn more about the Standard Response Protocol, visit iloveyouguys.org.

We all need to be vigilant and report anything that seems out of place, unusual, out of character or suspicious. CISD is implementing a new tip line for this year, Anonymous Alerts and we will be providing training for staff, learners and families. It will allow students, parents, teachers and the community to anonymously report cyber-bullying, threats of violence, misconduct or self-harm.

In the event of a crisis or emergency, the district will use the CISD Alert system to mass notify our community via phone, text and email. CISD tests this system twice a year to ensure our community receives these alerts. As a reminder, anytime your contact information changes, please let your school registrar/secretary know so it can be updated in our notification system.

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

Budgeting - The district continues to look for ways in which to support overall needs for the district while also closely monitoring expenses with the needs for staffing, resources, facilities and transportation. The CISD Executive Leadership Team and CISD Cabinet partners closely with our campus administrators, educators and support staff to get feedback and discuss possible expenses and needs for the future. Our Chief Financial Officer also works closely with her business office team and the Executive Leadership Team to update the school board and community on the budget process as a whole. Our state and federal funding sources including: Local funding, Title I, Title II, Title III, Title IV and State Compensatory Education funds are all used to support our learners and documented throughout our district improvement plan and campus improvement plans. We ensure alignment between all activities, coordination of these activities with other state and federal funds and the district improvement/campus improvement plans support the academic standards for learners with these state and federal identified funding sources. We prioritize meaningful consultation with all stakeholders in the planning and implementation process by meeting yearly to discuss our needs. We prioritize funding to campuses in school improvement and those serving Title I learners. Our district employs a comprehensive system of professional learning to support ongoing growth and development. As decisions are made concerning sustainability needs for the district, we will continue to support learners, families and staff in the best way possible and ensure our continued emphasis on our CISD Core Values and providing the best possible learning experiences for all.

District Processes & Programs Strengths

- Strong Academic Programs and Supports

- A Rated District by the state
- High numbers of National Merit Semifinalists - 51 learners
- Strong PLC and MTSS focused structures for supporting learning
- Strong systems in place for assessing and monitoring growth (Ex: NWEA MAP, mClass, AWARE, Panorama Student Success Platform)
- STEAM implementation across all elementary campuses
- Award Winning Fine Arts and Athletics
- Special Education, 504 and Dyslexia Programs
- Numerous CTE Programs of Study and growth in CTE certifications
- Great growth in learners who passed their TSIA with Texas College Bridge Program
- International Baccalaureate Primary Years Programme and Diploma Programme
- New Tech Network School
- Apple Distinguished School Recognition
- Leader in Me Lighthouse School Recognition
- Challenge-based, Project-based and Problem-based learning opportunities
- Great Expectation Program
- Flexible learning environments
- School Garden Programs
- Hope Squad Program focus on mental health and suicide awareness
- Dual Language Program and Emergent Bilingual Supports
- English Classes offered for families whose first language isn't English
- Building components to add Seal of Bi-literacy for opportunities for learners
- Athletics State and National Championships
- Digital Learning Opportunities and Device Supports for Learners and Staff
- Coordinator of Safety and Security, SROs and SRDs for campus and district support
- Technology Infrastructure and Support
- Numerous safety measures that have been put in place as a district
- Staff, Families and Community who are involved and care about the education system and future of CISD
- Numerous committees providing insight, feedback and support for CISD: DEIC, Bond Oversight Committee, Family Engagement Committee, CTE Advisory Board, CBAS Advisory Board, Superintendent Teacher Advisory Committee, Superintendent (Student) Leader Advisory Committee, Strategic Design Committees, Technology Advisory Committee, etc.
- CISD staff departments and campus presenters of professional learning in district, state and national conferences
- Strong communication processes and keeping community informed about CISD
- Previous CISD Bond Projects completed on time and under budget
- CISD - Highest financial rating possible through TEA - 10th consecutive year - "A" , "94", "Superior"

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

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

Problem Statement 2 (Prioritized): There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

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

Problem Statement 3 (Prioritized): There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc.

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

Problem Statement 4 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the district.

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

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

Problem Statement 6 (Prioritized): There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

Root Cause: Root Cause: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA

Problem Statement 7 (Prioritized): There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)

Root Cause: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

Problem Statement 8 (Prioritized): There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.

Root Cause: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

Perceptions

Perceptions Summary

Next Steps Strategic Design

We will be taking all of the strategic design work from 2023-2024 to continue our next steps with 2024-2026 implementation in several of the areas identified. It will be essential that our work promotes action with specific steps and individuals pinpointed to help lead the charge of the various areas to continue moving our district forward. This includes reviewing sustainability in the system/processes when individuals may leave the district. We must be intentional with reviewing data as a part of this process and ensuring we are also giving the time needed for implementation of any new ideas/strategies. We will have continued outreach to families and our community to ensure they have the opportunities to be a part of giving feedback, participating in opportunities with volunteering, partnering with educators and really bridging the relationships that we know must exist in order to have successful learning for all.

Learner and Staff Mental Health and Wellness

Our district, similar to others across the world, continue to see a high need for support with mental health and wellness for all. Due to feedback, data reviews as well as requirements per the state, we will continue having a large focus on how we are supporting all of our learners and families any needs. This includes staff training for mental health, reviewing instructional practices in classrooms to help with balancing needs, and a focus on healthy habits for learners and staff through our health curriculum. We will also continue to provide our secondary campuses with required screeners for suicide and strengthen support throughout the year with our threat assessment process. We will also work to partner with staff to make sure we are providing them with the supports needed and continuing to review ways in which we can help with retaining educators/staff and educator/staff burnout. We need to also find solutions to bring in additional training, resources and supports in the areas of drug, alcohol and vaping use.

Recruiting, Hiring, Mentoring and Retention Systems

Public education continues to have challenges with recruiting individuals and having them stay in education. As a district, we must continue to focus on recruitment efforts, being creative in our hiring practices and establish systems for mentoring and retaining staff in CISD. All departments and campuses seem to have been impacted in some way when it comes to hiring employees and retaining employees, so we as a district will need to continue our efforts in this area in order to make sure we can not only sustain for our needs, but build pathways in which we can "grow our own" as well as mentoring/support/incentives for those who have chosen to work in the district.

Community Based Accountability in CISD

We will continue to take next steps with our CISD Community-Based Accountability System in which we are using various types of data across the district to highlight strengths and areas of growth besides the traditional state accountability system currently in place. Our fourth published dashboard will be the fall of 2025 and we are pleased with being able to move this work forward as a district and show how we continue to want to be more than just a test for our accountability ratings as an educational organization. These data pieces include data from state assessments, district assessments, staff/learner/family survey information and other data pulled from participation rates and systems within the district. Our hope is to be able to continue to highlight pieces of this data and work throughout the year to showcase a holistic focus on growth as a district.

Innovative Practices, Technologies, AI and navigating in a Digital World

Our team will also be leading the Technology Advisory Committee in the 2025–2026 school year as part of our continued commitment to thoughtful and effective technology use. This committee will review the requirements by the state for intentional technology use with a focus on application through the state standards (TEKS). We will also explore innovative ways we are using technologies in the classroom, along with discussing and exploring the impact that AI (artificial intelligence) is having on the world and learning. We will review our current practices using technology as a tool and also discuss how we can continue to build on our students' verbal communication skills, social skills and digital citizenship skills. We will also discuss parent/family needs for helping their child navigate in a digital world.

Focus on Innovative Instructional Offerings and Choice Programs

As we continue to work on ways to grow and sustain enrollment along with providing the excellent education CISD has always been known for, we will be focusing on how we can reimagine and build on our innovative and choice program offerings in CISD. We want to ensure we are promoting and marketing our instructional programs along with reviewing what types of programs and opportunities are appealing to learners and families now and in the future. This includes reviewing and building on PBL, STEAM, IB, Innovative Technologies, Career Focused Opportunities - CTE Programs, Hands-On Learning and Collaborative Learning opportunities. This process will involve reviewing our current offerings/programs, an intentional focus on updating training for staff and using our Panorama Surveys to capture thoughts from learners and families about what they want within learning. Also, we will continue building on the processes for how learners are documenting and building their "resumes of success" (including digital portfolios) as they venture into college, career or military and life readiness.

Perceptions Strengths

- Value Collective Engagement
- Value Great Teaching
- Value Authentic Relationships
- Value Each Individuals' Contribution
- High Focus on Academics and Expectations for Learning
- High Focus on Career, College and Military Readiness for all learner success
- High Focus on Safety within Learning Environments
- High Focus on Feedback from staff, learners, families and the community
- Community Based Accountability System Implementation
- Long-Range Planning with Visioning for the future
- Bond Oversight Committee
- Strategic Design - Action Planning
- Technology Advisory Committee

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 implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 2 (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 3 (Prioritized): There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.

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

Problem Statement 4 (Prioritized): There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.

Root Cause: Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

Problem Statement 5 (Prioritized): There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.

Root Cause: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

Problem Statement 6 (Prioritized): There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.

Root Cause: Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).

Priority Problem Statements

Problem Statement 1: There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.

Root Cause 1: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments

Problem Statement 1 Areas: Student Learning

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

Root Cause 2: Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to continue our efforts with CCMR including: increased CTE endorsements/enrichment opportunities, increased dual credit opportunities and increased TSIA participation (as needed) through Texas College Bridge opportunities.

Root Cause 3: Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation

Problem Statement 3 Areas: Student Learning

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

Root Cause 4: Inconsistencies still exist within full implementation of curriculum and instructional resources

Problem Statement 4 Areas: Student Learning

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

Root Cause 5: Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

Problem Statement 5 Areas: Student Learning

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

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

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional)

Root Cause 7: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

Problem Statement 7 Areas: Student Learning

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

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

Problem Statement 8 Areas: District Processes & Programs

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

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

Problem Statement 9 Areas: Perceptions

Problem Statement 10: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

Root Cause 10: Continued need to build/expand resources/programs

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc.

Root Cause 11: Lack of funding from the state and sustainability for future needs and decline in learner enrollment

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: There is a need to focus on the areas in the district identified with significant dis-proportionality.

Root Cause 12: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

Problem Statement 12 Areas: Demographics

Problem Statement 13: 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 13: Lack of individuals choosing to work in public education

Problem Statement 13 Areas: Perceptions

Problem Statement 14: There is a need to continue revisiting and improving efforts with safety and security for the district.

Root Cause 14: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 15: There is a need to strengthen current practices that prepare all learners for secondary course/program selection.

Root Cause 15: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD

Problem Statement 15 Areas: Demographics

Problem Statement 16: 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 16: Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.

Root Cause 17: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

Problem Statement 17 Areas: Perceptions

Problem Statement 18: There is a need to analyze and review data for Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.

Root Cause 18: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications

Problem Statement 18 Areas: Demographics

Problem Statement 19: There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.

Root Cause 19: Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

Problem Statement 19 Areas: Perceptions

Problem Statement 20: There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

Root Cause 20: Root Cause: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA

Problem Statement 20 Areas: District Processes & Programs

Problem Statement 21: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.

Root Cause 21: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences

Problem Statement 21 Areas: Demographics

Problem Statement 22: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)

Root Cause 22: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within

curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

Problem Statement 22 Areas: District Processes & Programs

Problem Statement 23: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.

Root Cause 23: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

Problem Statement 23 Areas: Perceptions

Problem Statement 24: There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.

Root Cause 24: Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).

Problem Statement 24 Areas: Perceptions

Problem Statement 25: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.

Root Cause 25: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

Problem Statement 25 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate
- Community 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 25, 2025

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.

HB3 Goal

Evaluation Data Sources: - STAAR data, EOC data, MAP data, Response to Intervention data and progress monitoring in Student Success Platform, Multi-Tiered Systems of Support, TELPAS data, Core Content Academies, House Bill 3 Reading Academies, Professional Learning opportunities, House Bill 2 Math Academies - planning for implementation

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: CISD Strategic Design: Student Learning and Progress: Objective 1 - Maximize educator capacity to meet the varied needs of all learners. 1.2 Strategy - Proactively and intentionally ensure high quality Tier I instruction to transform student learning. 1.2.1 Specific Result - Design and implement a system of professional learning that inspires teachers to grow their capacity to meet the varied needs of all learners through transformative Tier I instruction.</p> <ul style="list-style-type: none"> - High quality Tier I instruction for learners - Checklist of look fors highlighting specific instructional strategies in all content areas - Aligned strategies being implemented across the district that impact learner growth - Growth in differentiated experiences and scaffolding opportunities within the classroom environments - Professional learning provided by district and campuses - Additions to curriculum documents for small group instruction/formative assessment - Additional training focus areas in project based learning, problem based learning, Kagan strategies to use within instruction, Universal Design for learning (focus on all learners) - Specific SMART goals for campuses on full implementation through the lens of small group instruction or formative assessments as documented in their Campus Improvement Plans <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Campus Support Personnel</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 4, 5, 7</p> <p>Funding Sources: Leverage Leadership Book for Learning Coaches - 255- Title II, Part A - \$599.70</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p>Strategy 2: The percentage of 3rd grade students in Coppell ISD earning Meets Grade Level and above on the STAAR Reading test will increase from 72% in June 2024 to 82% in June 2029.</p> <p>Strategy's Expected Result/Impact: -NWEA MAP data and different reports to track student growth in the area of early reading foundational skills and reading comprehension</p> <ul style="list-style-type: none"> - Texas Reading Academies, we are training all state mandated positions as well as key instructional leaders in the Science of Reading and research based best practices for early reading instruction. - CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current literacy needs of our students based on current data. - Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early literacy skills and reading comprehension. - mClass Intervention is used three times a year to assess foundational reading skills. Students below benchmark are then placed in intervention groups and receive intervention aligned with their goal. They continue to receive the timely and focused intervention lessons until the next assessment window which then determines if there is a need for further intervention. - Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early literacy skills. When we see areas of opportunity, we make a plan to support the students through intervention and teachers through professional learning. - Heggerty Phonemic Awareness Instruction: Students in PreK, Kindergarten, and First Grade receive daily phonemic awareness instruction through the Heggerty resource. Teachers in 2nd-5th grade have the Bridge the Gap resource to intervene when they have students needing foundational skills. - High-Quality PreK, the early childhood curriculum writing team finalized "Early Childhood Program Standards" to serve as a guide to Early Childhood Special Education (ECSE)/PreK staff and administrators on evidence-based practices including required instructional components, an accessible professional learning library, administrative crosswalks and "Look Fors." - Early Childhood staff receives Heggerty professional learning to increase their knowledge and skills on our targeted daily focus of phonemic awareness during literacy. In addition, they've also received developmentally appropriate play-based practices to support emergent writing and math. <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators</p> <p>Problem Statements: Student Learning 1, 2, 4, 5, 7 - District Processes & Programs 1, 6</p> <p>Funding Sources: Reading Academy R10 Training Services - 199 - State Comp Ed - 199-11-6239-00-901-24-175 - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The percentage of 3rd grade students in Coppell ISD earning Meets Grade Level and above on the STAAR Math test will increase from 65% in June 2024 to 75% in June 2029.</p> <p>Strategy's Expected Result/Impact: - NWEA MAP data and different reports to track student growth in the area of early math foundational skills</p> <ul style="list-style-type: none"> - DreamBox adaptive math program that integrates math curriculum and continuous formative assessment to personalize instruction, develop conceptual understanding, build critical skills, and improve achievement for every student within MTSS interventions or extensions - CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current math needs of our students based on current data. Teachers get to observe best practices, try strategies, learn new strategies, and plan for implementation within their own math workshop. - Continue deepening the Math Workshop Model. This model provides the rigor and relevance necessary for skills that students will need in the future. Guided math workshop group: A small group of students working with the teacher to address specific needs, Learning stations: Activities that students work on independently or collaboratively to practice new topics or review past topics, often taking place while the teacher is working with a guided math group. Student reflection: Students think and share about their learning. - Reflex Math as an adaptive and individualized system for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+. Reflex Math takes students at every level and helps them quickly gain math fact fluency and confidence. - Deepen our use of STEMscopes Math which uses the Concrete-Representational-Abstract (CRA) approach, that encourages students to rely on critical thinking, compelling reflection, and collaborative exploration within each scope. The 5E+IA learning model (Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration) is designed to enhance STEM education through math concepts found in our everyday world while being compatible with Math Workshop and Guided Math - Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early math skills. This gives us more data points to see trends in student learning and opportunities to intervene in a timely manner if necessary - Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early math skills. - Research Based Instructional Strategies (RBIS) professional learning at Region 10 Education Service Center (ESC), district content directors and learning coaches will learn about the cognitive shifts that are research based proven best practices in math instruction and how the balance of conceptual and procedural, depth & coherence of key concepts and productive struggle can create meaningful connections that accelerate math instruction to positively impact mathematics staff in CISD - House Bill 2 Math Academies - planning for implementation <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators</p> <p>Problem Statements: Student Learning 1, 2, 4, 5, 7 - District Processes & Programs 1, 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The percentage of CISD annual graduates earning College, Career, and Military Readiness credit will increase from 83% from the 2023 annual graduates to 93% for 2028 annual graduates (2029 Accountability Year).</p> <p>Strategy's Expected Result/Impact: GPM 3.1 College Ready: The percent of graduates meeting the Texas Success Initiative criteria in both Math and Reading will increase from 74% in August 2024 (class of 2023) to 81% in August 2029 (class of 2028). **Official results from TEA will not be released till mid August 2029. Figure 3.1 Reminder, CCMR data lags a year. Accountability Year (AY) percentages reflect previous annual graduates. Example: 2024 Accountability reflects Spring 2023 annual graduates. GPM 3.2. Career Ready: The percentage of graduates who are CTE completers and have earned an aligned industry based certification will increase from 7% in August 2024 (class of 2023) to 25% in August 2029 (class of 2028). **Official results from TEA will not be released till mid August 2029. Figure 3.2 Reminder, CCMR data lags a year. Accountability Year (AY) percentages reflect previous annual graduates. Example: 2024 Accountability reflects Spring 2023 annual graduates. Due to the CTE phase in requirements for CCMR, CTE Completer and IBC data are not available by student subpopulation. Individual data points for CTE Completer status and IBC status are available by student subpopulation but this combined metric is only reported in total without subpopulation disaggregation. Recall that after full phase in, a career ready CCMR point is earned by both being a CTE Completer AND earning an aligned IBC in the same program of study.</p> <ul style="list-style-type: none"> - Continued professional learning for multiple stakeholder groups on CCMR to raise awareness. - Annual Post High School Fair in September: representatives from various businesses, trade schools, colleges, and the military. - Collaboration and communication with families in middle school when creating learner four year plans for high school and helping the learners and families understand future opportunities for after high school. - Continued collaboration with secondary counselors on CCMR in proactively identifying CCMR needs for their students. - Identify current 12th graders who have not yet earned CCMR credit and enroll in College Prep Math and/or Reading. - Offer the TSIA to the students who completed College Prep. This will directly tie to the CCMR Outcome Bonus - Increase the number of aligned industry based certifications (IBCs) offered to students. - Offer at least one IBC for all CTE programs of study. - Identify current 12th graders who are on track to be CTE completers that have not earned an IBC. - CISD CTE Learning Academies provide opportunities for teachers to engage in professional learning targeted to the current needs of our students based on current data. - Increase percentage of special education students meeting CCMR criteria <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators</p> <p>Problem Statements: Demographics 1, 2, 4 - Student Learning 3, 4, 5 - District Processes & Programs 6 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details		Reviews			
Strategy 5: Continue building on mentor training and structures of support for new educators, administrators and staff to CISD tied to overall learner and staff growth. Strategy's Expected Result/Impact: -Growth in new educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies to support their role -Sustainability and support for campuses by providing aligned training for new educators, administrators and staff - Ensure training occurs for areas such as: curriculum documents, assessments tools, MTSS system/documentation - Panorama, PLC overview and requirements, safety practices - BEAM program in CISD - Learner growth based on district and state assessments - Staff growth based on evaluations and walkthroughs for educators Staff Responsible for Monitoring: Executive Leadership Team, CISD Cabinet, Curriculum Department and Administrative Services Department Problem Statements: Student Learning 1, 4, 6, 7 - District Processes & Programs 1 - Perceptions 2 Funding Sources: BEAM Mentoring Program - 255- Title II, Part A - 255-1X-611X-00-999-99-000-25550 - \$95,000		Formative			Summative
		Nov	Feb	Apr	June
Strategy 6 Details		Reviews			
Strategy 6: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth. Strategy's Expected Result/Impact: - Growth in educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies that support learning - Model classrooms that showcase learning environment, classroom management, specific learning techniques to highlight, technologies embedded seamlessly, balance of technologies, resources being used intentionally - Alignment with TIA (Teacher Incentive Allotment) and administrators, support positions and educators all seeing the focus on what we are looking for within instruction and learner growth -Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff - Growth in aligned instructional practices being implemented across the district Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Assistant Superintendent of Administrative Services, Human Resources Problem Statements: Student Learning 1, 2, 3, 4, 6, 7 - District Processes & Programs 1, 5, 7 - Perceptions 6		Formative			Summative
		Nov	Feb	Apr	June

Strategy 7 Details		Reviews			
Strategy 7: Continue building on the rebrand of CISD curriculum documents including internal audits of current documents and reviewing needs to support a more user friendly, aligned, one stop shop for instructional staff. Strategy's Expected Result/Impact: - Continued growth in Understanding by Design and any needed training - Continued growth in Universal Design for Learning and any needed training - Training for embedded resources for staff - Curriculum writing opportunities/review during the school year - Overview of work beginning in August and mini updates throughout the year - Large focus on secondary for next steps - specifically middle school then moving to high school Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators Problem Statements: Student Learning 1, 2, 3, 4, 6, 7 - District Processes & Programs 1, 2, 7		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD Problem Statement 2: There is a need to analyze and review data for Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning. Root Cause: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications Problem Statement 3: There is a need to focus on the areas in the district identified with significant dis-proportionality. Root Cause: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners Problem Statement 4: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child. Root Cause: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences
Student Learning
Problem Statement 1: There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments Problem Statement 2: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention. Root Cause: Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups Problem Statement 3: There is a need to continue our efforts with CCMR including: increased CTE endorsements/enrichment opportunities, increased dual credit opportunities and increased TSIA participation (as needed) through Texas College Bridge opportunities. Root Cause: Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation

Student Learning

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

Root Cause: Inconsistencies still exist within full implementation of curriculum and instructional resources

Problem Statement 5: There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners. **Root Cause:** Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

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

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional) **Root Cause:** Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

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

Problem Statement 2: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs

Problem Statement 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:** Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 6: There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) **Root Cause:** Root Cause: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA

Problem Statement 7: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning) **Root Cause:** Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

Perceptions

Problem Statement 2: 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 3: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district. **Root Cause:** Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

Problem Statement 6: There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans. **Root Cause:** Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).

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

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue building on our established district-wide framework for Professional Learning Communities (PLCs) that includes clear guidelines and expectations for collaboration, data analysis, and action planning. This framework will include regular, scheduled meetings where educators analyze both qualitative and quantitative data to identify student needs and develop targeted interventions or enrichments for academic, behavioral or social emotional needs.</p> <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> - Aligned PLC (collaborative team time) structures across the district - PLC resources for campuses captured in one common area that is accessible for all staff - Campus leaders and district support staff pushing in for support and guiding campuses on their needs - Intentional data digs with aligned district assessment platforms and state assessments and district survey tools - Intentional use of Panorama Student Success Platform for capturing data/documentation for learner growth and progress monitoring - Targeted data protocols in use across all campuses for varying types of data - Review current schedules in use for PLC/MTSS collaboration time and audit what is working for staff/learners and sustainability of structures if changes are needed due to lack of funds - SMART goals within Campus Improvement Plans for PLC and MTSS for campuses <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, District/Campus Support Personnel</p> <p>Problem Statements: Demographics 2, 3, 4 - Student Learning 1, 2, 3, 5, 7 - District Processes & Programs 3, 8</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continued utilization and ongoing, job embedded training for effectively using data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order for educators to share best practices and success stories.</p> <p>Strategy's Expected Result/Impact: - Continued training and implementation of AWARE assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis) - Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district - Increased student achievement (academic, social emotional and behavioral) -Using NWEA MAP data, STAAR/EOC data, TELPAS, mClass and other district/classroom assessments to review growth of learners - Creation of pre-post assessments, rubric creation</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Campus Support Personnel</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 3, 4, 5, 7 - District Processes & Programs 1, 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 (and Title I funds where applicable) 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) - Increased knowledge of educators with data analysis and differentiation of instruction - Intentional tutoring and supports in place for learners for intervention - Intentional staffing for Victory Place - Intentional training for Reading Academies and Math Academies - Continued purchase of Edgenuity for district - Continued efforts with Texas College Bridge (across secondary campuses)</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Assessment and Accountability, Director of Federal and State Programs, Curriculum Department, Campus Administrators, Counselors, Campus Administrators, Campus Support Personnel, Business Department</p> <p>Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 3, 4, 5, 6, 7</p> <p>Funding Sources: Title I Crate Platform Licensing for Title I schools and district (Funds transferred from Title IV to Title I) - 289- Title IV, Part A - 289-11-6399-00-999-99-000-28951 - \$3,850, Edgenuity Site Licenses for all High Schools- Imagine Learning - 199 - State Comp Ed - 199-11-6399-00-00X-24-000 - \$49,932.50, Supplies needed to meet the needs of McKinney Vento learners. - 211 - Title I, Part A - 211-11-6399-00-913-24-000-21150 - \$7,475</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a district-wide language support framework that integrates content-based language instruction, progress monitoring of language proficiency growth, and collaborative teacher capacity-building, ensuring equitable access to rigorous academic content for all Emergent Bilingual students by building language-rich classrooms through intentional professional learning, coaching and resources.</p> <p>Strategy's Expected Result/Impact: - Increased STAAR performance among EB students.</p> <ul style="list-style-type: none"> - Improved academic language use in oral and written student work. - Improved language proficiency growth as measured by TELPAS. - Reduced number of long-term EB students. - Improved teacher confidence and effectiveness in supporting EB students, as reflected in coaching feedback and walkthrough data. - Increased use of scaffolds, sentence stems and structured conversations across classrooms. - Growth in student engagement and language production during instruction. <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of ESL and Bilingual, Curriculum Department, Language Acquisition Specialists and Campus Administrators</p> <p>Problem Statements: Demographics 1, 2, 4 - Student Learning 1, 2, 3, 5, 7</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 - Focus on Panorama Playbook resources for intentional support for learners - Focus on additional behavior resources/tools collection - CISD Curriculum Documents - Focus on classroom needs for beginning educators and mentoring opportunities <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Campus Administrators, Support Staff, Director of Student and Staff Services, Campus Counselors</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 4, 5, 6, 7 - District Processes & Programs 1, 2, 5, 7 - Perceptions 1, 6</p>	Formative			Summative
	Nov	Feb	Apr	June

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

Strategy 9 Details	Reviews			
Strategy 9: Continue building on our efforts with Gifted and Talented services and supports to focus on alignment of resources, training, transition from elementary, middle and high schools and the embedded supports for intervention and enrichment opportunities. Strategy's Expected Result/Impact: - Continued focus on all instructional educators requirements for initial 30 hour training and 6 hour annual updates and additional feedback from staff on specific professional learning needs - Review of Advanced Academics needs focusing on targeted learner growth and support - reviewing district/state/ SAT/ACT/IB/AP data as part of the needs assessment - Continued growth in Universal Design for Learning and any needed training - Training for embedded resources for staff - Curriculum writing opportunities/review during the school year specifically focused on gifted and talented needs - Partnering with GTi specialists at elementary campuses to help support trainings/resources for intervention and enrichment - Large focus on transition years and supporting elementary to middle then high - Continue partnership with families of GT learners and those learners taking advanced coursework (dual credit, AP, IB, internships, etc.) to ensure families and learners know about opportunities that exist inside and outside of our district for continued growth academically and social emotionally Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director Advanced Academics and Career Technical Education, Curriculum Department, GTi Specialists and Campus Administrators Problem Statements: Demographics 1, 2 - Student Learning 1, 4, 5 - District Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Revise implementation guidelines for Special Programs to ensure consideration of the Least Restrictive Environment (LRE) for students with special needs. This includes creating a new program, Achieving Independence and Momentum (AIM) for learners who need additional support in the general education setting, as well as structured individualized support through Special Education. Strategy's Expected Result/Impact: - The guidelines will outline best practices for adapting instruction and providing necessary accommodations to promote student engagement and success across all learning environments. - Educators and Service providers will use the GoalBook Platform for streamlined standards-based and functional IEP development Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Executive Director of Intervention Services, Intervention Services Team, Curriculum Department and Campus Administrators Problem Statements: Demographics 3 - Student Learning 1, 5, 7	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. **Root Cause:** Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD

Problem Statement 2: There is a need to analyze and review data for Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning. **Root Cause:** Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications

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

Problem Statement 4: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child. **Root Cause:** Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences

Student Learning

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

Problem Statement 2: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention. **Root Cause:** Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups

Problem Statement 3: There is a need to continue our efforts with CCMR including: increased CTE endorsements/enrichment opportunities, increased dual credit opportunities and increased TSIA participation (as needed) through Texas College Bridge opportunities. **Root Cause:** Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation

Problem Statement 4: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth. **Root Cause:** Inconsistencies still exist within full implementation of curriculum and instructional resources

Problem Statement 5: There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners. **Root Cause:** Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

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

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional) **Root Cause:** Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

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

Problem Statement 2: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs

Problem Statement 3: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc. **Root Cause:** Lack of funding from the state and sustainability for future needs and decline in learner enrollment

District Processes & Programs

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

Problem Statement 6: There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) **Root Cause:** Root Cause: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA

Problem Statement 7: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning) **Root Cause:** Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. **Root Cause:** Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

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 implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 2: 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 6: There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans. **Root Cause:** Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).





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

Performance Objective 1: All Pre-K through 12th grade learners will have opportunities to participate in learning that is relationship driven, real world, engaging, allowing for choice and individual learning styles, hands-on, service oriented and that builds a sense of community.

Evaluation Data Sources: - Curriculum documents, Panorama Survey data 3rd-12th grade

- 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
- Clubs/organizations offered at campuses
- Opportunities for personalized feedback and growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and resources to educators, learners and families enhancing curriculum connections to real world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness elementary through secondary.</p> <p>Strategy's Expected Result/Impact: Student Readiness: Objective 2 - CISD will maximize our learners' readiness, self-awareness and exposure to their unique career pathway opportunities.</p> <p>2.1 Strategy - Raise awareness for all stakeholders about current and expanding career pathway opportunities.</p> <p>2.1.1 Specific Result - Develop a comprehensive awareness program for all stakeholders (with a special emphasis on parents and students) that provides timely communication platforms for middle and high school students, including a robust interactive online information hub</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, Career and Explorations curriculum, field trips and speakers focusing on a variety of careers) - Addition of Professional Communications Courses at Middle School - 7th grade - Texas College Prep via Texas College Bridge for High School - Focus on transition for special education learners concerning Work Force Readiness and Advanced Diploma Plan. - Counselor support for learners in selecting courses at the secondary level - Training on 4 year plans for staff, learners and families - Partnership with Dallas College - Dual Credit - participation - Partnership with Tarleton participation - Family training and information on 4 year plans starting in middle school and explaining opportunities for future careers, certifications, scholarships and life skills <p>Staff Responsible for Monitoring: Executive Leadership Team, CISD Cabinet, Curriculum Department, Campus Administrators, Campus Counselors</p> <p>Problem Statements: Demographics 1, 2, 4 - Student Learning 3 - District Processes & Programs 8 - Perceptions 3, 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Continue building and strengthening STEAM (Science, Technology, Engineering, Art and Mathematics) implementation and alignment between elementary, middle and high schools. 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 (specifically aligned coding and typing program for elementary - Code Monkey) -Usage of goal setting tools, presentations, created products to show understanding and growth - Connecting STEAM through lens of PBL (Project Based Learning) - updated training needs for PBL (Project Based Learning) and CBL (Challenge Based Learning) across elementary, middle and high Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and instruction, Curriculum Department, Technology Department, Campus Administrators, Campus Support Personnel Problem Statements: Demographics 1, 4 - Student Learning 4 - District Processes & Programs 7, 8 - Perceptions 3, 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continue building on our instructional offerings and choice programs in CISD to help support growth, innovation and creativity in learning along with recruitment efforts for the district. Strategy's Expected Result/Impact: - Growth in choice programs (IB, CTE, STEAM, New Tech) - Training needed areas of support: IB, Project Based Learning, Career Technical Education - Communication and recruitment efforts for families - Review current offerings/courses for learners and alignment from elementary, middle to high - Panorama Surveys to capture thoughts from learners and families about what they want within learning - Learners documenting and building their "resumes of success" (including digital portfolios) as they venture into college, career or military and life readiness Staff Responsible for Monitoring: CISD Cabinet, Curriculum Department, Communication Department, Campus Administrators, Campus Support Personnel Problem Statements: Demographics 1, 2, 4 - District Processes & Programs 1, 3, 8	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD

Demographics
<p>Problem Statement 2: There is a need to analyze and review data for Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning. Root Cause: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications</p> <p>Problem Statement 4: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child. Root Cause: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences</p>
Student Learning
<p>Problem Statement 3: There is a need to continue our efforts with CCMR including: increased CTE endorsements/enrichment opportunities, increased dual credit opportunities and increased TSIA participation (as needed) through Texas College Bridge opportunities. Root Cause: Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation</p> <p>Problem Statement 4: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth. Root Cause: Inconsistencies still exist within full implementation of curriculum and instructional resources</p>
District Processes & Programs
<p>Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning</p> <p>Problem Statement 3: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc. Root Cause: Lack of funding from the state and sustainability for future needs and decline in learner enrollment</p> <p>Problem Statement 7: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning) Root Cause: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training</p> <p>Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. Root Cause: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.</p>
Perceptions
<p>Problem Statement 3: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district. Root Cause: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities</p> <p>Problem Statement 5: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home. Root Cause: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.</p>

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





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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue focusing on expectations for Bulb Digital Portfolio usage and implementation in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA).</p> <p>Strategy's Expected Result/Impact: - Learner digital portfolios and specific expectations for capturing evidence K-12 (resume of success and growth)</p> <ul style="list-style-type: none"> - CISD staff digital portfolios and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth - Digital Portfolio continued training and implementation - Aligned expectations for campuses throughout the year tied to Community Based Accountability - Showcase learner and staff examples of growth as a part of campus events, district highlights and during training opportunities for professional learning - Increase focus on academic achievement as well as highlighting extracurriculars, electives, clubs/organizations, service learning projects, etc. - Resume Builder and examples of career opportunities to highlight portfolios (tied to CCMR) <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Intervention Services, Campus Administrators, Campus Support Personnel</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 5 - District Processes & Programs 8 - Perceptions 5</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 which includes a focus on communicating these experiences to families and the community.</p> <p>Strategy's Expected Result/Impact: - Performance Tasks in learning (documented in curriculum documents and assessments)</p> <ul style="list-style-type: none"> - Rubrics for academic and social-emotional growth - Goal setting forms/reflections - Digital presentations (video, media, artificial intelligence opportunities, etc.) - Hands-on created materials - More intentional and detailed feedback for learners, including bringing in families or community to give perspective/feedback - Video footage and photos shared of learning experiences (campus/district website, family communications) - Products, presentations of learning extending into the district/campus wide events or community events - Focus on real world connections and project based learning - Focus on service learning opportunities - Focus on new ways to use tools such as Artificial Intelligence during assessment <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Campus Support Personnel</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 4 - District Processes & Programs 7, 8 - Perceptions 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Continue the work and implementation with the following area of CISD Strategic Design: 5.1 Strategy - Create and revamp spaces that boost experiences within and beyond the classroom. Strategy's Expected Result/Impact: 5.1.1 Specific Result - Within: Teacher and Student Training: Implement a comprehensive professional development plan to ensure educators and students are well-prepared to create a sense of belonging emphasizing empathy and perspective taking. 5.1.2 Specific Result - Beyond: Pilot flexible common areas as well as extracurricular activities to ensure that all students have opportunities to engage with peers in order to create a sense of belonging. Bringing focus group together as we start 2025 2024-2025 work: Additional Panorama Survey questions tied to sense of belonging (reviewing this data as a baseline for the district/campus) Reviewing current offerings - clubs, extracurricular, electives Counseling supports - character education lessons, social emotional/mental health (embedding into curriculum) Tier I behavior intervention/supports - strengthening classroom management, PBIS Signs of Suicide - Education and Screening - Secondary Campuses and Threat Assessment Process - training and support plans Partnership with Region 10 trainings - Bullying, Mental Health First Aid, Drug/Alcohol Awareness Texas College Bridge - Continue supporting TSIA requirements Work with 4 Year Plans for Learners - Personal Graduation Plans - Middle School focus this year and next (CCMR and CTE) Staff Responsible for Monitoring: CISD Cabinet, Curriculum Team, Director of Professional Learning, Campus Administrators, Campus Counselors Problem Statements: Demographics 1, 2, 4 - Student Learning 3, 6 - District Processes & Programs 1, 2, 4, 8 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD Problem Statement 2: There is a need to analyze and review data for Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning. Root Cause: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications Problem Statement 4: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child. Root Cause: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences

Student Learning

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

Problem Statement 3: There is a need to continue our efforts with CCMR including: increased CTE endorsements/enrichment opportunities, increased dual credit opportunities and increased TSIA participation (as needed) through Texas College Bridge opportunities. **Root Cause:** Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation

Problem Statement 4: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth. **Root Cause:** Inconsistencies still exist within full implementation of curriculum and instructional resources

Problem Statement 5: There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners. **Root Cause:** Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

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

District Processes & Programs

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

Problem Statement 2: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs

Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 7: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning) **Root Cause:** Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. **Root Cause:** Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

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 implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 5: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home. **Root Cause:** Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.





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

Performance Objective 3: Instructional leaders will have an intentional focus on using digital learning PK-12 to ensure the following: full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: We will create a CISD Technology Advisory Committee consisting of a variety of stakeholders that will help to review our current practices using technology as a tool and also discuss how we can continue to build on our students' verbal communication skills, social skills and digital citizenship skills. We will also discuss parent/family needs for helping their child navigate in a digital world.</p> <p>Strategy's Expected Result/Impact: - Establish CISD District Technology Committee</p> <ul style="list-style-type: none"> - Training focused on AI for CISD Staff - Training and embedding specific AI tools for learners - iPads for PK-4 staying at the campus - Partnership with support personnel across the district - librarians, digital learning coaches, instructional coaches, language acquisitions specialists, curriculum team, etc. to review ways to train and explore AI tools/resources - Review district policies and regulations including academic integrity, technology usage and digital citizenship - Training on assessing differently within instruction (content, process, product, and learning environment) <p>Staff Responsible for Monitoring: CISD Cabinet, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Director of Professional Learning, Executive Director of Technology and Technology Department, Campus Administrators, and Campus Support Personnel</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 4, 6 - District Processes & Programs 2, 4, 7, 8 - Perceptions 1, 5, 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Provide trainings and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology with intentional hands-on learning experiences. Strategy's Expected Result/Impact: - Training for campuses on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving, application in learning - Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia) - Review digital citizenship trainings and resources for learners, families and staff - Trainings to support balance of technology for hands-on learning - Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment) - Family training for digital learning, parent university sessions, Lunch Byte, information on Parent Hub - Embedding technology TEKS in learning and framework for best practices when using technologies in learning (classroom management, focus on tool/innovative) - Focus on coding alignment elementary, middle, high - Embedding TEKS into curriculum documents for seamless integration Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Director of Professional Learning, Technology Department, Campus Administrators, and Campus Support Personnel Problem Statements: Student Learning 4 - District Processes & Programs 1, 7, 8 - Perceptions 3, 5		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD Problem Statement 2: There is a need to analyze and review data for Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning. Root Cause: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications
Student Learning
Problem Statement 1: There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments Problem Statement 4: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth. Root Cause: Inconsistencies still exist within full implementation of curriculum and instructional resources

Student Learning

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

District Processes & Programs

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

Problem Statement 2: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs

Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 7: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning) **Root Cause:** Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. **Root Cause:** Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

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 implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 3: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district. **Root Cause:** Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

Problem Statement 5: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home. **Root Cause:** Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

Problem Statement 6: There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans. **Root Cause:** Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).





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

Performance Objective 1: CISD will continue to review and curate curriculum documents and implement specific programs for needed support/resources for counseling, social emotional learning, mental health and drug/alcohol awareness.

Evaluation Data Sources: - Revised curriculum documents

- Training certificates of completion for required mental health training
- Administrator, staff, learner and family feedback
- Training resources
- Specific Training for Counselors and implementation of resources purchased
- Threat Assessment Data
- Panorama survey data - review state guidance
- CISD Strategic Design Work
- Region 10 compliance and additional trainings for staff
- Partnerships with organizations such as The Defensive Line, Crimestoppers of Houston, etc.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue revising, updating, implementing and evaluating current PK-12 curriculum documents and purchase any additional needed resources to include learning supports for social emotional needs, character education and health education.</p> <p>Strategy's Expected Result/Impact: - Develop a set of implementation fidelity checklists for teachers to self-assess their integration of character traits and social emotional components in their teaching</p> <ul style="list-style-type: none"> - 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 - Review content curriculum documents and see where lessons and extensions fit to increase understanding of TEKS character traits and build on learners applying them in their lives (elementary, middle and high) <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Coordinator of Counseling and Social Emotional Learning, Curriculum Department, District Support Counselors, Coordinator of Behavior Services and Coordinator of School Safety, Campus Counselors</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 6, 7 - District Processes & Programs 2, 5, 6, 8 - Perceptions 1, 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content) Strategy's Expected Result/Impact: - Continued partnership with SHAC - Trainings through Region 10 for staff - Partnership with The Defensive Line and Crimestoppers of Houston for training/resource support - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Implementation at campuses (training and curriculum) working with middle school campuses and embedded supports within 6th grade PE - Intentional embedding of the Health TEKS into district curriculum documents Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, District Support Counselors, Behavior Specialists, Coordinator of School Safety, Campus Counselors, and Coordinator of Health Services Problem Statements: Student Learning 1, 4, 5, 6 - District Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continue building on implementation of Hope Squad courses/curriculum at all middle school and high school campuses, including piloting program at elementary in order to strengthen our focus on suicide awareness, mentorship, and the importance of mental health and well being. Strategy's Expected Result/Impact: - Empowering mentors with learners and supporting mental health needs - Ending the stigma with mental health and providing interventions and supports across the district for learners - Supporting sense of belonging within the school community and environment - Begin elementary pilot at 2-3 campuses - Hope Squad tied to CTE Course (tied to Human Services Career Cluster) at our high school campuses this year - Continue partnership with non-profits and other career focused presenters as a part of the curriculum - Helping to transition the CISD Mental Health Fair (at CHS) to being lead by Hope Squad sponsors/learners Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Executive Director of Curriculum and Instruction, Director of Advanced Academics and CTE, Elementary and Secondary Content Directors, District Support Counselors, Secondary Campus Counselors and Classroom Hope Squad educators Problem Statements: Demographics 4 - Student Learning 3, 6 - District Processes & Programs 2, 8 - Perceptions 1, 6	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child. Root Cause: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences
Student Learning
Problem Statement 1: There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments
Problem Statement 3: There is a need to continue our efforts with CCMR including: increased CTE endorsements/enrichment opportunities, increased dual credit opportunities and increased TSIA participation (as needed) through Texas College Bridge opportunities. Root Cause: Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation
Problem Statement 4: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth. Root Cause: Inconsistencies still exist within full implementation of curriculum and instructional resources
Problem Statement 5: There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners. Root Cause: Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.
Problem Statement 6: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. Root Cause: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners
Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional) Root Cause: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth
District Processes & Programs
Problem Statement 2: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. Root Cause: Continued need to build/expand resources/programs
Problem Statement 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: Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district
Problem Statement 6: There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) Root Cause: Root Cause: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA
Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. Root Cause: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.
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 implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Perceptions

Problem Statement 6: There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans. **Root Cause:** Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).

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

Performance Objective 2: CISD will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior and aligned discipline practices/supports across the district.





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 House Bill 3 mental health training requirement that each district employee who regularly interacts with students enrolled at the district complete an evidence-based mental health training program designed to provide instruction to participants regarding the recognition and support of children and youth who experience a mental health or substance use issue that may pose a threat to school safety.</p> <p>Strategy's Expected Result/Impact: District staff subject to the requirement includes, but is not limited to, teachers, coaches, librarians, instructional coaches, counselors, nurses, administration, administrative support personnel, student support personnel, school resource officers, paraprofessionals, substitutes, custodians, cafeteria staff, bus drivers, crossing guards, and district special programs liaisons.</p> <p>Districts may phase in the training over the next four years. The implementation timeline is as follows: Training Timeline: Training must occur before the start of each listed school year. * 2025-2026 School Year: Target: Train at least 25% of applicable district employees. * 2026-2027 School Year: Target: Train at least 50% of applicable district employees. * 2027-2028 School Year: Target: Train at least 75% of applicable district employees. * 2028-2029 School Year: Target: Train 100% of applicable district employees.</p> <p>Review Mental Health First Aid Training completed by counseling team and make a plan for how we will provide all of our areas of staff the training required and needed.</p> <p>Staff Responsible for Monitoring: Executive Leadership Team and CISD Cabinet, Director of Professional Learning, and District Support Counselors</p> <p>Problem Statements: Student Learning 1, 7 - District Processes & Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue providing training to align district practices/state requirements and continue reviewing and analyzing discipline, behavior, bullying and threat assessment data to implement interventions/supports for learners.</p> <p>Strategy's Expected Result/Impact: -Threat Assessment process being utilized and strengthening supports for learners in need</p> <p>Increase awareness and action plans in order to support all learners with behavior needs</p> <ul style="list-style-type: none"> - Updates for capturing any specific data into Sentinel system per the state - Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices - Team approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix being utilized -Online Truancy course required for learners - Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives - District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying - Use Panorama Student Success Platform to monitor interventions and positive behavior support plans for learners - Bringing in legal guidance training as needed <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Director of Student and Staff Services, District Support Counselors, Coordinator of School Safety, Campus Administration and Campus Counselors</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 5, 6, 7 - District Processes & Programs 1, 4, 5, 6, 7, 8</p> <ul style="list-style-type: none"> - Perceptions 1, 6 	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Continue implementation of Crucial Conversations training and Crucial Influence leadership training with staff across the district and implement to strengthen relationships among staff, build on leadership skills, engagement, communication and relationships with all stakeholders. Strategy's Expected Result/Impact: - Strengthen skills of staff members when working with others internally and externally - Reduction in grievances or concerns - Understanding how to support all learners and families from varying backgrounds - Strengthen processes and communication across the district - Crucial Conversations Training - documentation in PL Powerschool (Trainer of Trainers providing training) - Update group of Trainer of Trainers for Crucial Conversations - Create Trainer of Trainer model for Crucial Influence -Feedback from staff attending the training Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Team, Director of Professional Learning, Campus Administrators, Trainer of Trainers Crucial Conversations Problem Statements: Student Learning 7 - District Processes & Programs 1, 3, 8 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There is a need to focus on the areas in the district identified with significant dis-proportionality. Root Cause: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners Problem Statement 4: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child. Root Cause: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences
Student Learning
Problem Statement 1: There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments Problem Statement 5: There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners. Root Cause: Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

Student Learning

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

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional) **Root Cause:** Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

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

Problem Statement 2: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs

Problem Statement 3: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc. **Root Cause:** Lack of funding from the state and sustainability for future needs and decline in learner enrollment

Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 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:** Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 6: There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) **Root Cause:** Root Cause: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA

Problem Statement 7: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning) **Root Cause:** Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. **Root Cause:** Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

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 implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 2: 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 6: There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans. **Root Cause:** Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).

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

Performance Objective 1: CISD will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continued support for embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district within professional learning opportunities, Tied to CISD Strategic strategy: 1.1 Strategy - Create and implement consistent district-side systems with fidelity that value equitable student support and growth.</p> <p>Strategy's Expected Result/Impact: - 1.1.1 Specific Result - Ensure continuous cycle of improvement of Professional Learning Communities (PLCs) as a highly functional PLC is the vehicle by which educator capacity is maximized to support student outcomes within Multi-Tiered Systems of Support (MTSS)</p> <ul style="list-style-type: none"> - Continued 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 - Using Panorama as a tool during collaborative team time to collaborate, discuss and review learner needs -Increased knowledge of educators with data analysis and differentiation of instruction -Ease on educators for viewing various pieces of data in one location - Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social emotional, behavioral) - Training for early childhood educators and administrators regarding culturally responsive interventions - Training for evaluation staff regarding culturally responsive evaluation practices - Increase family and parent engagement with MTSS processes and Special Education processes - Strengthen family engagement of MTSS process - 1416 Plans per the state - tutoring support - Attendance Tiered Plans - Specific SMART goals for campuses on full implementation of PLC and MTSS as documented in their Campus Improvement Plans - Partnership with Solution Tree consultant for monitoring implementation and training opportunities <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 7 - District Processes & Programs 1, 8 - Perceptions 2</p> <p>Funding Sources: PLC at Work Conference Registrations - 255- Title II, Part A - \$3,196, PLC Professional Development for Campus Administrators - 255- Title II, Part A - \$7,100</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning. Strategy's Expected Result/Impact: Professional Learning and Quality Staff: Objective 3 - Recruit, retain, and develop high quality staff. 3.2 Strategy - Maximize retention by introducing educator voice in their individualized professional learning. 3.2.1 Specific Result - Revise and finalize a professional learning framework that supports choice and autonomy while leveraging alignment to district priorities and needs across communities, roles, and departments. 3.2.2 Specific Result - Create a systematic process for building the capacity of administrators, support staff, and educators to design and facilitate quality professional learning using the CISD Professional Learning Framework. - Continue building repository of training within PowerSchool Professional Learning - Promote CISD educators presenting and sharing their knowledge both in district, locally in the state and nationally - Streamline training and gathering of information from various stakeholders - 3-5 year plan for professional learning needs and target specific federal and local funds to ensure continuity and sustainability in the planning process - Training for paraprofessionals supporting instruction and special education supports Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Chief Financial Officer, Chief Operations Officer, Director of Professional Learning Problem Statements: Student Learning 1, 4, 6, 7 - District Processes & Programs 1, 3, 8 - Perceptions 2, 5, 6 Funding Sources: PT PL Designer - 255- Title II, Part A - 255-11-6128-00-914-99-000-25550 - \$2,573, Region 10 ESC PL Packages - 255- Title II, Part A - 255-13-6239-00-999-99-000-25550 - \$38,500, Misc Contracted Services for PL - 255- Title II, Part A - 255-13-6299-00-999-99-000-25550 - \$21,400, IB Training for Wilson (whole staff) - 255- Title II, Part A - \$15,050, Learning Forward Texas Conference Registrations - 255- Title II, Part A - \$2,952		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Create a district system focused on growing the capacity of individuals, concerning staffing opportunities, which helps with sustainability and succession plans for positions in the district. Strategy's Expected Result/Impact: -Mentoring and growing leaders within the district - Reviewing hiring and recruiting practices and specific outreach to a wide variety of colleges and internship programs for specialized staffing positions (ex: administrators, counselors, diagnosticians, licensed school psychologists, librarians, etc.) - Goal setting focused on possible future roles one might take in education for growth opportunities - Increasing student teacher participation rates and connections with various colleges - Growing Educator Preparation - CTE Growing Educator Pathway - Empowering Leaders in CISD - (PL targeted to staff wanting to grow in education) Staff Responsible for Monitoring: Executive Leadership Team, CISD Cabinet, Director of Professional Learning, Campus Administrators Problem Statements: Student Learning 7 - District Processes & Programs 1, 8 - Perceptions 2, 4		Formative			Summative
		Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

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

Student Learning

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

Problem Statement 2: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention. **Root Cause:** Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups

Problem Statement 3: There is a need to continue our efforts with CCMR including: increased CTE endorsements/enrichment opportunities, increased dual credit opportunities and increased TSIA participation (as needed) through Texas College Bridge opportunities. **Root Cause:** Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation

Problem Statement 4: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth. **Root Cause:** Inconsistencies still exist within full implementation of curriculum and instructional resources

Problem Statement 5: There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners. **Root Cause:** Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

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

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional) **Root Cause:** Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

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

Problem Statement 3: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc. **Root Cause:** Lack of funding from the state and sustainability for future needs and decline in learner enrollment

Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. **Root Cause:** Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

Perceptions

Problem Statement 2: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education

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





Problem Statement 5: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home. **Root Cause:** Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

Problem Statement 6: There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans. **Root Cause:** Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: CISD will continue to implement a districtwide marketing and communications strategy that highlights extraordinary learning opportunities--academic, extracurricular, and real-world--through consistent storytelling, branding, and engagement efforts that build community trust and reflect alignment with CISD's core values. Strategy's Expected Result/Impact: - Promote CBAS-aligned student experiences across all campuses - Leverage success stories that reflect CISD's commitment to whole-child development - Ensure messaging consistently reflects district values: Relationships, Engagement, Great Teaching, and Redefining Success - Increase community understanding of how CISD defines and measures success beyond state accountability - Build pride and reinforce trust among current and prospective families and staff Staff Responsible for Monitoring: Executive Leadership Team, All District Departments, District TPAC Core Team Problem Statements: Student Learning 5 - District Processes & Programs 8 - Perceptions 2, 3, 4, 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Full implementation at all campuses for the CISD Teacher Incentive Allotment (TIA). Strategy's Expected Result/Impact: - Alignment within evaluation practices across the district - Provide additional funding to educators who meet standards through the TIA - Onboarding training created for staff about the TIA - Approval from the state for TIA - Increase efforts concerning recruitment with the implementation of TIA Staff Responsible for Monitoring: Executive Leadership Team, CISD Cabinet, Campus Administrators Problem Statements: Student Learning 5, 7 - District Processes & Programs 1 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 5: There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners. **Root Cause:** Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional) **Root Cause:** Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

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

Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. **Root Cause:** Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

Perceptions

Problem Statement 2: 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 3: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district. **Root Cause:** Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

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





Problem Statement 5: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home. **Root Cause:** Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing Laserfiche to increase efficiency and minimize manual repetitive tasks: Migrate paper documents into an electronic repository that can be easily searched and eliminate potential loss of data due to disasters. Strategy's Expected Result/Impact: - Increase productivity and efficiency levels for staff - Reduction of paper and storage needs - Stronger backup system in case of natural disaster or storage issues - Strengthening system of housing confidential information - Partner with Intervention Services to begin process on digitizing documents for IEPs, Referrals, etc. Staff Responsible for Monitoring: Chief Operations Officer, Executive Director of Technology, Technology Department, CISD departments implementing Laserfiche this year Problem Statements: District Processes & Programs 3 - Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 3: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc. Root Cause: Lack of funding from the state and sustainability for future needs and decline in learner enrollment
Perceptions
Problem Statement 4: There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district. Root Cause: Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

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: CISD will continue to leverage a variety of communication tools and partnership to increase clarity and consistency of district information and processes for stakeholders.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue efforts with communication to all staff, families and community members as we work through processes with sharing learning happening across the district, strategic design efforts, budgeting needs and decisions regarding needs and working through bond projects.</p> <p>Community Engagement and Partnerships: Objective 4 - Foster enthusiasm for the wide array of opportunities and services accessible to our entire community. 4.1 Strategy - Identify relevant communication strategies to reach all subsets of key stakeholders. 4.1.1 Specific Result - Ensure all Coppell ISD parents and guardians, teachers and staff, students and community members receive timely and relevant information that enhances their experience as a CISD stakeholder.</p> <p>4.2 Strategy - Drive collaboration between CISD and strategic allies to develop opportunities, experiences, and skill sets that prepare learners for their next steps. 4.2.1 Specific Result - Develop a comprehensive system to ensure strategic partners invest in students' futures</p> <p>Strategy's Expected Result/Impact: - District website updated with information from Strategic Design Committee - Updated bond project timelines and project completions - CISD Bond Oversight Committee continuation - Increased engagement for staff, families, learners and community members in what is happening in CISD - Continue with CISD Community Engagement Committee - Community forums and opportunities for collaboration</p> <p>Staff Responsible for Monitoring: CISD Executive Leadership Team, CISD Cabinet, CISD Communications Team</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 3 - District Processes & Programs 3, 4, 6, 8 - Perceptions 2, 4</p> <p>Funding Sources: Translations of DIP and CIPs (6) to Spanish (Title IV funding transferred to Title I via REAP.) - 289- Title IV, Part A - 6299 - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: There is a need to analyze and review data for Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning. Root Cause: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications
Problem Statement 4: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child. Root Cause: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences
Student Learning
Problem Statement 3: There is a need to continue our efforts with CCMR including: increased CTE endorsements/enrichment opportunities, increased dual credit opportunities and increased TSIA participation (as needed) through Texas College Bridge opportunities. Root Cause: Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation
District Processes & Programs
Problem Statement 3: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc. Root Cause: Lack of funding from the state and sustainability for future needs and decline in learner enrollment
Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security for the district. Root Cause: Continued requirements per the state and safety needs of learners, staff, facilities, etc.
Problem Statement 6: There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) Root Cause: Root Cause: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA
Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. Root Cause: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.
Perceptions
Problem Statement 2: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. Root Cause: Lack of individuals choosing to work in public education
Problem Statement 4: There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district. Root Cause: Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

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

Performance Objective 5: CISD will continue to review and maintain district policies and practices for safety, behavior, personal communication devices, discipline, and will implement any additional strategies/protocols put in place by the state.

Evaluation Data Sources: - Safety and security drills

- Door sweeps
- Safety and security training for all staff
- Safety and security training for learners
- Continued implementation of Raptor
- Communication for families
- Final bond project updates being completed and communicated
- Trainings for learners and staff with personal communication devices

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>CISD Strategic Design: Objective 8 - Ensure consistent and proactive standards, upheld by all community members, for the physical safety of learners and staff.</p> <p>8.1 Strategy - Develop a plan to assess gaps in current safety protocols and processes.</p> <p>8.2 Strategy - Increase accountability of individual roles in safety protocols.</p> <p>Strategy's Expected Result/Impact: -Aligned practices for safety and security across the district</p> <ul style="list-style-type: none"> - Audit of current practices across the district -Aligned training for staff and learners in CISD - Standard Response Protocols, etc. -Safety of learners and staff in CISD -Communication to all stakeholders about safety and practices of CISD - Continued implementation of door sweeps on campuses and district buildings at least once each week during instructional days - Review of current district practices and staff hired to help support safety - Bond projects focused on safety being completed across the district <p>8.1.1 Specific Result - Focus on developing strategies to improve active and timely communication, technology, perimeter security, and traffic management at each campus, ensuring consistent and proactive standards for the physical safety of learners and staff.</p> <p>8.2.1 Specific Result - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders.</p> <p>Staff Responsible for Monitoring: CISD Executive Leadership Team, CISD Cabinet, CISD District and Campus Administrators, Coordinator of Safety and Security, SROs and SRDs</p> <p>Problem Statements: District Processes & Programs 1, 2, 3, 4, 7 - Perceptions 4, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement personal device policies and practices per the state for no outside learner devices to be used from the beginning of instruction time to end of instruction time.</p> <p>Strategy's Expected Result/Impact: - Taking away outside distractions from instructional time</p> <ul style="list-style-type: none"> - Greater focus on relationships and social skills - Strengthen collaboration efforts and focus on character education skills - All learners devices will be going through the district technology filters to help support safety/security, digital citizenship, academic integrity needs <p>Staff Responsible for Monitoring: CISD Cabinet, Curriculum Department, Director of Professional Learning, Communications Department, Technology Department, Campus Administrators, and Campus Support Personnel</p> <p>Problem Statements: District Processes & Programs 4, 5, 7 - Perceptions 1, 5, 6</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:**District Processes & Programs**

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

Problem Statement 2: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs

Problem Statement 3: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc. **Root Cause:** Lack of funding from the state and sustainability for future needs and decline in learner enrollment

Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 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:** Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 7: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning) **Root Cause:** Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

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 implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

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

Problem Statement 5: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home. **Root Cause:** Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

Problem Statement 6: There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans. **Root Cause:** Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,438,078.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

A program specifically designed to serve students at risk of dropping out of school, as defined by the TEC, §29.081, is considered to be a program supplemental to the regular education program, and a school district may use its compensatory education allotment for such a program. Correspondingly, a majority of CISD's State Compensatory Education allotment is budgeted for such a program, which is housed at out Victory Place @ Coppell campus. In accordance with TEC, §29.081, the direct SCE program funds are used to meet the costs of providing: • compensatory programs and services under the TEC, §29.081; or • supplemental programs and services, including services provided by an instructional coach, designed to eliminate any disparity in performance in on assessment instruments administered under the TEC, Chapter 39, Subchapter B, or disparity rates in the high school completion rate between students who are educationally disadvantaged and students who were not educationally disadvantaged and at-risk students and all other students; • the expenses related to reducing the dropout rate and increasing the rate of high school completion including expenses related to: programs that build skills related to managing emotions, establishing and maintain positive relationships, and making responsible decisions. In meeting the requirements of providing a compensatory, intensive, or accelerated instruction program under the TEC, §48.104(1)(2), the VP@C compensatory education allotment is used for costs supplementary to the regular education program, such as: • costs for the SCE program and student evaluation, • instructional materials and equipment and other supplies required for quality instruction of identified at-risk students, • supplemental staff expenses, • salary for teachers of at-risk students, • smaller class size, and • individualized instruction of identified at-risk students. Specifically, the SCE allotment at VP@C is used for the following allowable supplemental expenses: • 6100s = \$861,603 (salaries/benefits/subs) • 6200s = \$35,000 (campus security) • 6200s = \$22,700 (campus budgeted) • 6300s = \$32,400 (campus budgeted supplies) • 6400s = \$23,375 (campus budgeted) • TOTAL: 975,078 Additionally, the remaining campuses in CISD receive a proportionate allocation of SCE funding to supplement their programs or services that are in addition to the regular education program. These supplemental costs can include items that are designed specifically to reduce any disparity in performance on assessment instruments administered under the TEC, Chapter 39, Subchapter B, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students such as, but are not limited to: • accelerated instruction for students that have taken an EOC assessment as required by the TEC, §39.023(c), and has not performed satisfactorily; • supplemental accelerated instruction for students who did not pass the state assessment as required by HB 4545; • required accelerated instruction program(s) evaluation(s) to assess the impacts or effectiveness of programs; • student evaluation or assessment of progress in meeting the goals of the program in reducing any disparity in performance on assessment instruments administered under the TEC, Chapter 39, Subchapter B, or disparity in the rates of high school completion between students at risk of dropping out of school and educationally disadvantaged students, and all other students in the school district; • instructional materials, equipment, and supplies that are both reasonable and necessary to implement a quality supplemental program; • specialized staff development to train personnel in intervention who are working with the intended population defined in the authorizing statutes; • salary and related expenses for supplemental instruction of students at risk of dropping out of school; • individualized and small group instruction; • class size reduction (Note: SCE funds are not used to meet state or federally mandated rules); • accelerated instruction (such as accelerated reading45, math, science, or social studies program); • dyslexia or a related disorder program (TEC, §38.003); • LEA's mentoring services program (TEC, §29.089); • tutorials for the intended population defined in the authorizing statutes, the TEC, §29.081, and the TEC, §48.104; • computer-assisted instruction; • STAAR remediation; • extended day instructional sessions for pre-kindergarten; and • extended school day, school week, or school year calendar. Campuses other than Victory Place have budgeted their SCE funds for allowable supplemental activities supporting accelerated instruction in the following ways: • 6100s = 185,000 • 6200s = 0 • 6300s = 278,000 • TOTAL: 463,000

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Robyn Webb	Director of Federal and State Programs	Title I Administration	10%

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supplies needed to meet the needs of McKinney Vento learners.	211-11-6399-00-913-24-000-21150	\$7,475.00
Sub-Total					\$7,475.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Academy R10 Training Services	199-11-6239-00-901-24-175	\$15,000.00
1	2	3	Edgenuity Site Licenses for all High Schools- Imagine Learning	199-11-6399-00-00X-24-000	\$49,932.50
Sub-Total					\$64,932.50
255- Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Leverage Leadership Book for Learning Coaches		\$599.70
1	1	5	BEAM Mentoring Program	255-1X-611X-00-999-99-000-25550	\$95,000.00
4	1	1	PLC Professional Development for Campus Administrators		\$7,100.00
4	1	1	PLC at Work Conference Registrations		\$3,196.00
4	1	2	PT PL Designer	255-11-6128-00-914-99-000-25550	\$2,573.00
4	1	2	IB Training for Wilson (whole staff)		\$15,050.00
4	1	2	Misc Contracted Services for PL	255-13-6299-00-999-99-000-25550	\$21,400.00
4	1	2	Learning Forward Texas Conference Registrations		\$2,952.00
4	1	2	Region 10 ESC PL Packages	255-13-6239-00-999-99-000-25550	\$38,500.00
Sub-Total					\$186,370.70
289- Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Title I Crate Platform Licensing for Title I schools and district (Funds transferred from Title IV to Title I)	289-11-6399-00-999-99-000-28951	\$3,850.00
4	4	1	Translations of DIP and CIPs (6) to Spanish (Title IV funding transferred to Title I via REAP.)	6299	\$3,500.00
Sub-Total					\$7,350.00