Coppell Independent School District

Wilson Elementary

2022-2023 Campus Improvement Plan

W.H. Wilson Elementary
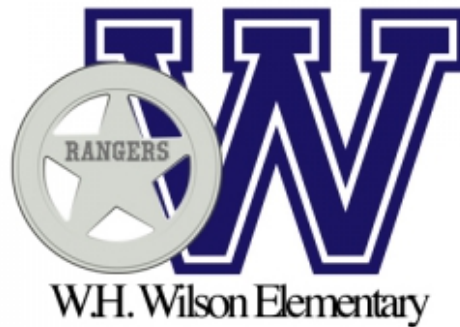
Mission Statement

"At Wilson Elementary, we provide a safe environment where each learner is loved, valued, and accepted. We embrace and address the needs of the whole child, encourage academic, social and emotional growth, and develop character to the highest level. We promote wonder and build a community of empowered, curious minds. We inspire lifelong learners who positively impact the world."

Wilson Ranger Educator Creed

I am a Wilson Ranger Educator.

I have Great Expectations for my learners and myself.

I accept the challenge to be the best I can be.

It is my responsibility to create a learning environment conducive

to optimum academic, social, and emotional growth. I provide a model of decorum and respect

that guides my learners as well as honors them.

I cherish every learner. I change the world one learner at a time.

I am a Wilson Ranger Educator.

Value Statement

CISD Core Values

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wilson Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus.   Wilson serves a majority Hispanic student population in grades K-5. In the 2021-22 school year, total enrollment was 498 which represents an increase of 4.6% since 2017-18 (476 learners).

In 2021-22, the student population was 19.8% Asian, 29.9% White, 44.9% Hispanic, 2% African American, 0.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3% multi-racial. Females made up 52.6% of the learners and males represented 47.3%. Our economically disadvantaged percentage was 25.1%.

Our Emergent Bilingual (EB) population consisted of 113 learners that made up 22.6% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (82.3%), Korean (4.4%), Nepali (3.5), Tamil (2.6%), and Arabic(1.7%). Additionally, 61% of our EBs were also economically disadvantaged.

Our 62 gifted and talented learners constituted 12.4% of our population. Our gender split in the GT group was 45.1% female and 54.8% male. Of the four major ethnic groups, our GT learners were 19.3% Asian, 33.8% White, 40.3% Hispanic and 1.6% African American.

We had 86 learners that qualified for special education services, which represented 17.2% of our population. There were 56 learners with 504 accommodations, which was 11.2% of the total enrollment.

The average daily attendance for our campus in 2021-22 was 96.47%, which decreased by 2% from the prior year.

STAFFING

Wilson employed 35 educators and 11 instructional aides in the 2021-22 school year. The number of teachers decreased by 2 from the prior year while the number of aides increased by 4. The ethnic breakdown for the teaching staff was 0% Asian, 68.5% White, 31.4% Hispanic, 0% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 97.1% of the educators and males represented 2.8%.

Overall, our educators had a varying level of professional experience: 2.8% (1) were new to teaching with 0-1 years of experience, 11.4% (4) had 2-5 years, 28.5% (10) had 6-10 years, 17.1% (6) had 11-15 years, 17.1% (6) had 16-20 years, and 22.8% (8) had more than 20 years. Looking at longevity within the district, 14.2% of our teachers had 0-1 years in district, 34.2% had 2-5 years, 37.1% had 6-10 years, 5.7% had 11-15 years, 0% had 16-20 years and 8.5% had more than 20 years. The average years of professional experience was 12.8 with 6.9 years in the district.

Advanced degrees were held by 42.8% of our teachers: 15 with master's degrees and 0 with doctorates. Our campus principal had 16 years of career experience in a professional position (not necessarily as a principal) and 11 years in Coppell. Our assistant principal(s) had an average of 15 years of professional experience and 0 years in the district.

Our educator retention rate from 2020-21 to 2021-22 was 83.78%. For educational aides it was 85.71%. We hired 4 new teachers in 2021-22. The characteristics of our new teachers were as follows: 0% Asian, 75% White, 25% Hispanic, 0% African American, 100% female, 0% male, 25% new to teaching, 25% with 2-5 years of professional experience, 25% with 6-10 years, 0% with 11-15 years, 0% with 16-20 years, 25% with more than 20 years and 11.4% new to the campus. The average years of professional experience was 3.3 with 0 years in the district. 50% of our new teachers had advanced degrees.

Demographics Strengths

- Wilson Elementary is 1 of 2 campuses housing the district Dual Language Immersion program.
- The Wilson community is diverse socially, linguistically, and culturally... all contributing to the overall experiences and opportunities of our learners.
- The gender and ethnic make-up of our identified GT learners is similar to our overall campus make-up.
- 42.8% of Wilson educators hold advanced degrees.
- Wilson consistently attracts educators with prior teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause:** Our student groups of learners needing additional services and supports continue to increase.

Problem Statement 2 (Prioritized): There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 3: There is a need to enhance communication and engagement with families from diverse backgrounds. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities (including language barriers).

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

Student Learning

Student Learning Summary

Spring 2021 to Spring 2022 STAAR Data:

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	3	85	29	71	41	26	85	29	71	39	20
Spring 2022	3	65	9	91	65	45	65	15	85	60	29

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	4	61	26	74	44	21	61	28	72	39	26
Spring 2022	4	87	23	77	57	38	87	24	76	51	33

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	5	72	15	85	63	46	73	16	84	67	32
Spring 2022	5	63	17	83	56	41	63	27	73	40	22

Admin	Grade	STAAR - Science - Number Tested	STAAR - Science - Did Not Meet - %	STAAR - Science - Approaches - %	STAAR - Science - Meets - %	STAAR - Science - Masters - %
Spring 2021	5	73	25	75	37	18
Spring 2022	5	63	32	68	33	11

Student Learning Strengths

- Educator/Team T-TESS goals target specific deficit skills and provide consistent data on learner (and student group) growth.
- Changes have been made to the RtI process to provide more goal-driven supports.
- Educators meet as collaborative teams and with campus instructional leaders to review learner progress and inform instructional decision-making.
- STAAR performance across content areas remains at or above state levels.
- 3rd and 4th grade STAAR results indicate growth across content areas in the percentage of learners "Approaching," "Meeting," and "Mastering" the test standard.
- Available data from TELPAS it utilized to drive English Learner supports and interventions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause:** Lack of alignment with implementation of the district curriculum. Lack of quality Spanish instructional materials for Dual Language Immersion program.

Problem Statement 2 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups. **Root Cause:** Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.

Problem Statement 3 (Prioritized): There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause:** Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves).

Problem Statement 4 (Prioritized): There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause:** Much data being utilized is untimely, inconsistent, or unreliable.

Problem Statement 5: There is a need to focus on specific learning loss that may have occurred due to the pandemic. **Root Cause:** COVID-19 and the impact it had on the campus for ensuring safety needs, tracking and delivering learning, pressure on the staff, pressure on families and learners, and consistency with instruction.

Problem Statement 6 (Prioritized): There is a need to provide engaging hands-on learning experiences and frequent real world learning connections. **Root Cause:** Many disadvantaged learners lack experiences and schema necessary to build academic and linguistic connections.

School Processes & Programs

School Processes & Programs Summary

Wilson Elementary is one of two elementary schools in CISD with Dual Language Immersion (DLI). Half of the classes in each grade level are DLI, where 50% of instructional time is conducted in English and 50% of instructional time is conducted in Spanish. Learners needing bilingual education are automatically placed in DLI, and learners who are native English speakers from across the district can elect to participate in the program through a district lottery process.

The educators at Wilson are in their ninth year operating as a Professional Learning Community. Time is built into the master schedule for collaborative teams to meet and focus on the 3 Big Ideas of a PLC and the 4 Guiding Questions. In addition, each grade level has protected intervention time in the school day to address needs and provide needed intervention (WIN Time).

Wilson staff members strongly believe in educating the whole child. Recognizing that many of our learners do not have the same access to extracurricular activities as other learners, many Wilson educators sponsor free after school clubs available to all Wilson learners.

Wilson contracts with the "Great Expectations" organization for coaching and implementation of the Great Expectations teaching methodology. Our aim is for learners to not only become effective communicators and critical thinkers, but also productive citizens utilizing life principles. GE practices and expectations are woven throughout the school and provide a common language and uniform set of expectations across grade levels; all leading to a climate of mutual respect and learner success. For the 21-22 school year, Wilson was once again designated as a "Great Expectations Model School."

Identified Wilson learners benefit from a partnership with the First United Methodist Church of Coppell. Learners are nominated by classroom educators using a variety of criteria including academic need, social emotional need, and parent request to be paired with a "Reading Buddy" who comes once a week for individual reading and mentoring.

Using the Jim Knight Instructional Coaching Model, our instructional coach partners with educators in all grade levels to implement and improve best practices. Through coordination with campus administration, she also supports grade levels through implementing campus initiatives and deepening the implementation of Professional Learning Communities across teams.

Wilson educators utilize the CISD Curriculum while also integrating additional hands-on experiences through PBL units, the Ranger Ranch garden, and campus robotics/coding tools. Educators grow professional through T-TESS goal-driven "FedEx PD," through district and campus provided professional learning, and through their participation in campus Vertical Teams.

During the 2022-2022 school year, numerous updates were made to our campus MTSS process. Collaborate teams meet twice per month to review learners' progress, update academic/social/language goals, and update targeted interventions.

School Processes & Programs Strengths

- Numerous systems are in place to support the campus implementation of Professional Learning Communities.
- Wilson Elementary has been recognized as a Great Expectations Model School for several years.

- The Dual Language Immersion program provides learners the opportunity to be bilingual, bilterate, and bicultural.
- Wilson learners engage with local/global audiences and create unique products using a variety of digital tools.
- Wilson provides a variety of supports and mentorship opporunities to meet learners' social and emotional needs.
- The campus MTSS process has been updated to be more responsive and data-driven.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. **Root Cause:** Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

Problem Statement 2 (Prioritized): DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause:** Lack of Spanish resources and instructional materials.

Problem Statement 3 (Prioritized): There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause:** Some learners demonstrate additional needs beyond effective Tier I instruction.

Perceptions

Perceptions Summary

Wilson Elementary's mission is, "At Wilson Elementary, we provide a safe environment where each learner is loved, valued, and accepted. We embrace and address the needs of the whole child, encourage academic, social, and emotional growth, and develop character to the highest level. We promote wonder and build a community of empowered, curious minds. We inspire lifelong learners who positively impact the world." To support this mission, Wilson follows the teaching and professional development model of Great Expectations. Every person who enters the building and classrooms is greeted and welcomed into the Wilson learning community.

In an effort to embrace the needs of the whole child, the staff at Wilson offer a number of extra-curricular activities throughout the school year and often during the summer to extend learning and real-world experiences for all learners. Learners have the opportunity to participate in a wide range of activities such as Bel Canto (Wilson's Honor Choir), Tamba, Run Club, Art Club, Robotics, Musical Theater, Green Team, Garden Club, Random Acts of Kindness (ROAK), Student Council, Math Olympiad, and new clubs for the 22-23 school year..

Wilson employees a variety of character recognition initiatives (all aligned with Great Expectations). These include the weekly Rise & Shine community-building assembly, Ranger of the Week student recognition, and monthly Kids of Character family breakfasts.

Wilson engages the local community through numerous campus families events. The Wilson PTO provides financial support and volunteers to promote these activities. Annual activities include: WilsonFest, International Night, Holiday Extravaganza, Color Run, and Field Day.

Wilson Elementary maintains an active presence on Twitter and Facebook and uses numerous platforms to provide a "window" into our school. The hashtag (#WilsonWay) is utilized to build campus pride and communicate photos, events, and announcements that promote our campus and district values. Additionally, classroom educators utilize class webpages and weekly newsletters to inform parents of current events and communicate current curricular unit foci and objectives.

Perceptions Strengths

- There is a strong sense of pride and tradition at Wilson Elementary.
- Parents and volunteers support campus events and take leadership in annual events such as WilsonFest and International Night.
- Parents have provided feedback that they appreciate the school's social media presence.
- There is a strong focus on educating the "whole" child by all Wilson stakeholders.
- Wilson Elementary is a Great Expectations Model School for several years in a row.
- Our community values the numerous extracurricular opportunities provided by staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to focus on the social/emotional wellness of learners. **Root Cause:** Traditionally, there has been a greater focus on academic learning rather than the whole child.

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

Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments. **Root Cause:** Continued need to focus on safety and inclusivity and ongoing need to align practices across campus and district.

Problem Statement 4 (Prioritized): There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus. **Root Cause:** Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

Priority Problem Statements

Problem Statement 1: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds.
Root Cause 1: Our student groups of learners needing additional services and supports continue to increase.
Problem Statement 1 Areas: Demographics

Problem Statement 3: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.
Root Cause 3: Lack of alignment with implementation of the district curriculum. Lack of quality Spanish instructional materials for Dual Language Immersion program.
Problem Statement 3 Areas: Student Learning

Problem Statement 8: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum.
Root Cause 8: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 11: There is a need to focus on the social/emotional wellness of learners.
Root Cause 11: Traditionally, there has been a greater focus on academic learning rather than the whole child.
Problem Statement 11 Areas: Perceptions

Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families.
Root Cause 2: Barriers exist in which relationships have not been established and sustained with all learners
Problem Statement 2 Areas: Demographics

Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.
Root Cause 4: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.
Problem Statement 4 Areas: Student Learning

Problem Statement 9: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning.
Root Cause 9: Lack of Spanish resources and instructional materials.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 12: There is a need to identify and elevate additional measures of success for learners.
Root Cause 12: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 12 Areas: Perceptions

Problem Statement 5: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy.

Root Cause 5: Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves).

Problem Statement 5 Areas: Student Learning

Problem Statement 10: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap.

Root Cause 10: Some learners demonstrate additional needs beyond effective Tier I instruction.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 7: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals.

Root Cause 7: Much data being utilized is untimely, inconsistent, or unreliable.

Problem Statement 7 Areas: Student Learning

Problem Statement 13: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus.

Root Cause 13: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

Problem Statement 13 Areas: Perceptions

Problem Statement 6: There is a need to provide engaging hands-on learning experiences and frequent real world learning connections.

Root Cause 6: Many disadvantaged learners lack experiences and schema necessary to build academic and linguistic connections.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

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

> **Evaluation Data Sources:** T-Tess observations and evaluations, Collaborative Team Time agendas,UbD units and plan, Campus common assessment data, Learning walks, MAP Results

Strategy 1 Details	Reviews			
Strategy 1: Professional learning and support will be provided to classroom educators on implementing Tier I instructional strategies with a specific focus on small group instruction and formative assessment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - High quality Tier I instruction for learners -Academic Achievement for Learners -High levels of team collaboration. -Increased utilization of CISD Curriculum Resources. **Staff Responsible for Monitoring:** -Campus Administration -Campus Leadership Team -Instructional Coach **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1, 2, 4 - School Processes & Programs 1, 2, 3 - Perceptions 2 **Funding Sources:** Online Resrouces (STEMScopes and Lonestar Learning) - 199 - State Comp Ed - $2,500				

Strategy 2 Details		Reviews			
Strategy 2: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur. House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: High quality Tier I instruction. Alignment of instruction to TEKS. Increase in learner achievement. **Staff Responsible for Monitoring:** Principal Instructional Coach Curriculum Directors **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2, 3 - Perceptions 4					

Strategy 3 Details		Reviews			
Strategy 3: Improve structures to mentor and support new campus educators and instructional aides.		**Formative**			**Summative**
Strategy's Expected Result/Impact: -Increased staff retention		**Nov**	**Feb**	**Apr**	**June**
-Improved instructional practices **Staff Responsible for Monitoring:** -Campus Principal -Campus Instructional Coach **Title I:** 2.5 **Problem Statements:** School Processes & Programs 1 - Perceptions 4					

Strategy 4 Details		Reviews			
Strategy 4: Teams will utilize the district curriculum documents and resources in designing lessons and assessments that focus on the revised high priority learning standards (HPLS).		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increase alignment of instruction to TEKS -Increase in student academic performance **Staff Responsible for Monitoring:** Campus Administrators Campus Leadership Team **Title I:** 2.4 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Our student groups of learners needing additional services and supports continue to increase.

Student Learning
Problem Statement 1: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment with implementation of the district curriculum. Lack of quality Spanish instructional materials for Dual Language Immersion program.
Problem Statement 2: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups. **Root Cause**: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.
Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: Much data being utilized is untimely, inconsistent, or unreliable.

School Processes & Programs
Problem Statement 1: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.
Problem Statement 2: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause**: Lack of Spanish resources and instructional materials.
Problem Statement 3: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction.

Perceptions
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 4: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus. **Root Cause**: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

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

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

    Evaluation Data Sources: STAAR, RtI universal screener (BOY, EOY, MOY), DRA/EDL, TELPAS, Learning walks, PLC data, District benchmark, Campus common assessments

Strategy 1 Details	Reviews			
Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Learner SMART Goals
More collaborative Team Time
Increase in student achievement
    Staff Responsible for Monitoring: Principal
Instructional Coach
 	
    Title I:
2.4, 2.6
    Problem Statements: Student Learning 1, 4 - School Processes & Programs 1, 3 - Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: Continuous improvements to our campus Multi-Tiered Systems of Support (MTSS) process will occur with the overall goal of improving the alignment between learners' academic/social/emotional/language goals, interventions, and monitoring tools.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Increased learner growth across assessed content areas
-Increased educator proficiency with data analysis and differentiation of instruction
-Data-driven WIN interventions
-Consistent RtI Interventions
    Staff Responsible for Monitoring: -Campus Administration
-Campus Leadership Team
-Campus Collaborative Teams
 	
    Title I:
2.4, 2.6
    Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 1, 3				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment with implementation of the district curriculum. Lack of quality Spanish instructional materials for Dual Language Immersion program.

Problem Statement 2: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups. **Root Cause**: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.

Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: Much data being utilized is untimely, inconsistent, or unreliable.

School Processes & Programs

Problem Statement 1: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

Problem Statement 3: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction.

Perceptions

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

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

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

Evaluation Data Sources: STAAR Data,
NWEA MAP Data
Attendance Data
TELPAS Data

Strategy 1 Details	Reviews			
Strategy 1: Support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Reduction in achievement gap between student demographic groups -Increase in learner achievement -Increase in student engagement -Adequate progress in TELPAS **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Leadership Team, Language Acquisition Specialist **Title I:** 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 2, 6 - School Processes & Programs 2				
Strategy 2 Details	Reviews			
Strategy 2: Provide resources and training emphasizing how we can best intervene for learners receiving support through: Special Education, 504, Emergent Bilingual, Migrant Learners, Tier II and Tier III, and GTI with the goal of targeting their overall academic/social/emotional needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increase in learners meeting/exceeding their STAAR progress measure -Decrease in behavior incidents and threat assessments -Increase in student engagement **Staff Responsible for Monitoring:** -Campus Leadership Team -District Curriculum Directors **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 1 - Student Learning 1, 3 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Implement specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in percentage of students achieving "Approaches" or higher on Spring 2023 STAAR, Reduction in achievement gap between student demographic groups **Staff Responsible for Monitoring:** Principal Assistant Principal Campus Leadership Team **Title I:** 2.6 **Problem Statements:** Student Learning 2, 3, 6 - School Processes & Programs 3 **Funding Sources:** Part-Time, Temporary Interventionist - 199 - State Comp Ed - $15,267				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Our student groups of learners needing additional services and supports continue to increase.
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 1: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment with implementation of the district curriculum. Lack of quality Spanish instructional materials for Dual Language Immersion program.
Problem Statement 2: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups. **Root Cause**: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.
Problem Statement 3: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause**: Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves).
Problem Statement 6: There is a need to provide engaging hands-on learning experiences and frequent real world learning connections. **Root Cause**: Many disadvantaged learners lack experiences and schema necessary to build academic and linguistic connections.

School Processes & Programs
Problem Statement 2: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause**: Lack of Spanish resources and instructional materials.
Problem Statement 3: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction.

Perceptions

Problem Statement 1: There is a need to focus on the social/emotional wellness of learners. **Root Cause**: Traditionally, there has been a greater focus on academic learning rather than the whole child.

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

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

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

Evaluation Data Sources: Team "WIN" Plans, Assembly Agendas, Learner Surveys, List of Enrichment Activities and Clubs

Strategy 1 Details	Reviews			
Strategy 1: Learners will showcase their passions and interests through weekly "Rise & Shine" assemblies, through campus enrichment opportunities/clubs, (ie Music Theatre, Art Club, Robotics Round-Up, etc) and through the inclusion of guest/community speakers to help increase and promote learner interest.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increased Learner Awareness -Increased Community Involvement **Staff Responsible for Monitoring:** -Campus Administration -Campus Leadership Team **Title I:** 2.5 **Problem Statements:** Demographics 2 - Student Learning 3, 6 - Perceptions 1, 2 **Funding Sources:** Extra Duty Pay for After School Clubs - 211 - Title I, Part A - $5,102				

Strategy 2 Details	Reviews			
Strategy 2: Provide training and resources to educators enhancing curriculum connections to real world application in learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increased learner engagement -Evidence of learning/growth in students' BULB portfolio -Increase in student performance. **Staff Responsible for Monitoring:** Principal Counselor Campus Leadership Team **Title I:** 2.5 **Problem Statements:** Student Learning 1, 3, 6 - School Processes & Programs 1, 2 - Perceptions 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 1: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment with implementation of the district curriculum. Lack of quality Spanish instructional materials for Dual Language Immersion program.
Problem Statement 3: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause**: Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves).
Problem Statement 6: There is a need to provide engaging hands-on learning experiences and frequent real world learning connections. **Root Cause**: Many disadvantaged learners lack experiences and schema necessary to build academic and linguistic connections.

School Processes & Programs
Problem Statement 1: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.
Problem Statement 2: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause**: Lack of Spanish resources and instructional materials.

Perceptions
Problem Statement 1: There is a need to focus on the social/emotional wellness of learners. **Root Cause**: Traditionally, there has been a greater focus on academic learning rather than the whole child.
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

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

    Evaluation Data Sources: Digital portfolios, Open House, Campus showcases

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Increased Innovation
 -Multi-Year Digital Portfolio
 -Focus on growth mindset
     Staff Responsible for Monitoring: -Campus Administrators
 -Campus Instructional Team
 -Digital Learning Coach
 	
     Title I:
 2.5
 Problem Statements: Student Learning 3, 4 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Learner Showcases (Economics Fair, Poetry Slam, etc) -Increase in authentic products -Increased engagement on Panorama Survey **Staff Responsible for Monitoring:** -Campus Administrators -Campus Leadership Team -Educators -Instructional Coach **Problem Statements:** Student Learning 1, 3, 4 - Perceptions 2				

Strategy 3 Details	Reviews			
Strategy 3: Utilize the "Great Expectations" Methodology to create a campus climate of mutual respect and high learner and staff academic/behavior expectations. Support our campus GE implementation through ongoing professional learning and educator coaching.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Maintain "Model School" Status -Decrease in behavior incidents and threat assessments -Increase in learner engagement **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Campus Leadership Team **Title I:** 2.5 **Problem Statements:** Demographics 2 - Student Learning 3 - Perceptions 1, 2, 4				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 1: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment with implementation of the district curriculum. Lack of quality Spanish instructional materials for Dual Language Immersion program.
Problem Statement 3: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause**: Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves).
Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: Much data being utilized is untimely, inconsistent, or unreliable.

Perceptions
Problem Statement 1: There is a need to focus on the social/emotional wellness of learners. **Root Cause**: Traditionally, there has been a greater focus on academic learning rather than the whole child.
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 4: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus. **Root Cause**: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

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

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

> **Evaluation Data Sources:** Panorama Survey Data
> Threat Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Ensure campus Character practices (i.e. Great Expectations 17 Practices) align with TEA Character Traits:	**Formative**			**Summative**
-Courage	**Nov**	**Feb**	**Apr**	**June**

-Trustworthiness: including honesty, reliability, punctuality, and loyalty
-Integrity
-Respect and courtesy
-Responsibility: including accountability, diligence, perseverance, and self-control
-Fairness: including justice and freedom from prejudice
-Caring: including kindness, empathy, compassion, consideration, patience, generosity, and charity
-Good Citizenship: including patriotism, concern for the common good and the community, and respect for authority and the law
-School Pride
-Gratitude
 	
    Strategy's Expected Result/Impact: -Alignment with TEA requirements
    -Improvement in campus climate and culture
 	
    Staff Responsible for Monitoring: Campus Leadership Team
    Coordinator for Social-Emotional Learning
 	
    Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Align campus practices with district implementation of new state Health TEKS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Improvement in student health and wellness	**Nov**	**Feb**	**Apr**	**June**

-Increased alignment of campus and district practices.
 	
    Staff Responsible for Monitoring: Campus Leadership Team
    Science Core Director
 	
    Problem Statements: School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: Align implementation of social emotional support structures: class meetings, check-ins and restorative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in positive Panorama survey data Reduction in Threat Assessments **Staff Responsible for Monitoring:** -Campus Administrators -Campus Leadership Team -Educators -Counselor **Title I:** 2.5 **Problem Statements:** Demographics 1, 2 - Student Learning 3 - Perceptions 1, 4				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Our student groups of learners needing additional services and supports continue to increase.
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 3: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause**: Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves).

School Processes & Programs
Problem Statement 1: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

Perceptions
Problem Statement 1: There is a need to focus on the social/emotional wellness of learners. **Root Cause**: Traditionally, there has been a greater focus on academic learning rather than the whole child.
Problem Statement 4: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus. **Root Cause**: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

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

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

    Evaluation Data Sources: -Discipline Data
-Panorama Survey Data
-Campus Needs Assessment

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze discipline, behavior, and threat assessment data to look at equitable practices and interventions/supports for learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More equitable school environment. Reduction in achievement gap across student groups. **Staff Responsible for Monitoring:** Campus Administrators Campus Leadership Team	Nov	Feb	Apr	June
Title I: 2.6 **Problem Statements:** Demographics 1, 2 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Provide families with equitable access to our campus (through translation of school communication in English and Spanish), and provide opportunities for parent engagement through our Parent Liaison.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Translated documents/resources -Increased parent/school communication -Increased Family Involvement **Staff Responsible for Monitoring:** Campus Administrators Director of ESL/Bilingual	Nov	Feb	Apr	June
Title I: 4.1, 4.2 **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** Bilingual Office Aide / Parent Liaison - 211 - Title I, Part A - $37,000				

Strategy 3 Details	Reviews			
Strategy 3: Using input from a variety of stakeholders, we will review and update the campus Parental Involvement Policy and Parent/Educator/Learner Compact. Additionally, parental involvement opportunities will be available at different times throughout the school year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increased Parental Involvement -Increased Understanding of Campus Supports and Volunteer Opportunities **Staff Responsible for Monitoring:** -Campus Administration -Site Based Decision Making Committee -Director of Federal Programs **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1, 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Our student groups of learners needing additional services and supports continue to increase.
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 1: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment with implementation of the district curriculum. Lack of quality Spanish instructional materials for Dual Language Immersion program.

Perceptions
Problem Statement 1: There is a need to focus on the social/emotional wellness of learners. **Root Cause**: Traditionally, there has been a greater focus on academic learning rather than the whole child.
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Goal 4: Organizational Improvement and Strategic Design: We 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: Campus Professional Learning days, FedEx (2nd Wednesday of each month), Design Days, Collaborative Team Time agendas

Strategy 1 Details	Reviews			
Strategy 1: Embed training on Professional Learning Communities (PLC) and Multi-Tiered Systems of Support (MTSS) throughout campus professional learning opportunities.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: -Increased student achievement -Targeted and intentional intervention and enrichment -Increased use of data-driven instruction -Increased fidelity to CISD Curriculum **Staff Responsible for Monitoring:** -Campus Adminstartors -Campus Leadership Team -Instructional Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1, 2, 4 - School Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Partner with Denton Creek Elementary to provide combined Dual Language Immersion (DLI) cross-campus planning days and learning walks.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: -Increased student achievement for Emergent Bilingual learners -Increased partnership and support for DLI educators **Staff Responsible for Monitoring:** Campus Principals Language Acquisitions Specialists Director of ESL/Bilingual **Title I:** 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 4				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Our student groups of learners needing additional services and supports continue to increase.

Student Learning
Problem Statement 1: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment with implementation of the district curriculum. Lack of quality Spanish instructional materials for Dual Language Immersion program.
Problem Statement 2: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups. **Root Cause**: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.
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School Processes & Programs
Problem Statement 1: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.
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Problem Statement 3: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction.

Perceptions
Problem Statement 4: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus. **Root Cause**: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

Goal 4: Organizational Improvement and Strategic Design: We 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 and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

Evaluation Data Sources: STAAR Data, TELPAS Data, Panorama Student Success Data, District Benchmark Assessments, Educator Feedback

Strategy 1 Details	Reviews			
Strategy 1: Support the district's research, development, and implementation of the CISD Community Based Accountability System.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increased community engagement -Positive school/parent relationships -Increase in student achievement -Advancement of CISD Core Values **Staff Responsible for Monitoring:** -Campus Administrators -Campus Leadership Team -District Communications Department **Problem Statements:** Demographics 2 - Student Learning 3, 6 - Perceptions 1, 2				
Strategy 2 Details	**Reviews**			
Strategy 2: Provide training, and expand the use of Panorama's Student Success Platform as means to track learner growth, align student interventions/supports, and to support Collaborative Teams in their work.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increased educator collaboration -More accurate monitoring of student growth/progress -Increased parent communication **Staff Responsible for Monitoring:** -Campus Administration -Campus Leadership Team **Title I:** 2.6 **Problem Statements:** Student Learning 4 - School Processes & Programs 1, 3 - Perceptions 2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 3: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause**: Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves).
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Problem Statement 1: There is a need to focus on the social/emotional wellness of learners. **Root Cause**: Traditionally, there has been a greater focus on academic learning rather than the whole child.
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

Performance Objective 3: CISD will continue to review and maintain safety and security practices and will work to implement any additional strategies/protocols put in place by the state.

   Evaluation Data Sources: Campus/District Safety Records, Drill Records, Behavior Incidents, Threat Assessments

Strategy 1 Details	Reviews			
Strategy 1: Ensure all required safety drills occur during their designated windows, and provide training for staff/learners concerning safety practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Safer campus learning environment **Staff Responsible for Monitoring:** Campus Administrators Coordinator of Safety & Security **Problem Statements:** Demographics 2 - Student Learning 3 - Perceptions 1, 4				

Strategy 2 Details	Reviews			
Strategy 2: Implement required "Door Sweeps" on campus at least once per week during instructional days.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Safer campus environment -Alignment with required campus safety procedures **Staff Responsible for Monitoring:** Campus Administrators Coordinator of Safety & Security **Problem Statements:** Perceptions 1, 4				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners
Student Learning
Problem Statement 3: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause**: Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves).

Perceptions
Problem Statement 1: There is a need to focus on the social/emotional wellness of learners. **Root Cause**: Traditionally, there has been a greater focus on academic learning rather than the whole child.
Problem Statement 4: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus. **Root Cause**: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">211 - Title I, Part A</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>1</td><td>1</td><td>Extra Duty Pay for After School Clubs</td><td></td><td>$5,102.00</td></tr>
<tr><td>3</td><td>2</td><td>2</td><td>Bilingual Office Aide / Parent Liaison</td><td></td><td>$37,000.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$42,102.00</td></tr>
<tr><td colspan="6" align="center">199 - State Comp Ed</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>Online Resrouces (STEMScopes and Lonestar Learning)</td><td></td><td>$2,500.00</td></tr>
<tr><td>1</td><td>3</td><td>3</td><td>Part-Time, Temporary Interventionist</td><td></td><td>$15,267.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$17,767.00</td></tr>
</table>