

# **Coppell Independent School District**

## **Cottonwood Creek Elementary**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: A**



# Mission Statement

## CISD Mission Statement

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

## Vision

## Value Statement

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

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### DEMOGRAPHICS

Cottonwood Creek 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. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools. Cottonwood Creek serves a majority Asian student population in grades EC, K-5. In the 2024-25 school year, total enrollment was 406 which represents a decrease of -20.7% since 2020-21 (512 learners).

In 2024-25, the student population was 45.5% Asian, 30.5% White, 9.6% Hispanic, 5.2% African American, 0.2% Native Hawaiian/Pacific Islander and 8.9% multi-racial. Females made up 45.6% of the learners and males represented 54.4%. Our economically disadvantaged percentage was 12.1%.

Our Emergent Bilingual (EB) population consisted of 72 learners that made up 17.7% of our campus. The top 5 foreign languages spoken by this student group were: Japanese (20.8%), Telugu (19.4%), Tamil (9.7%), Hindi (8.3%), and Arabic (6.9%). Additionally, 13.9% of our EBs were also economically disadvantaged.

Our 46 gifted and talented learners constituted 11.3% of our population. Our gender split in the GT group was 39.1% female and 60.9% male. Of the four major ethnic groups, our GT learners were 52.2% Asian, 39.1% White, 4.3% Hispanic and 0% African American.

We had 76 learners that qualified for special education services, which represented 18.7% of our population. There were 11 learners with 504 accommodations, which was 2.7% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 96.36%, which increased by 0.06% from the prior year.

#### STAFFING

Cottonwood Creek employed 30 educators and 12 instructional aides in the 2024-25 school year. The number of teachers decreased by 2 from the prior year while the number of aides increased by 3. The ethnic breakdown for the teaching staff was 83.3% White, 6.7% Hispanic, and 10% multi-racial. Females made up 96.7% of the educators and males represented 3.3%.

Overall, our educators had a varying level of professional experience: 10% (3) were new to teaching with 0-1 years of experience, 23.3% (7) had 2-5 years, 16.7% (5) had 6-10 years, 16.7% (5) had 11-15 years, 16.7% (5) had 16-20 years, and 16.7% (5) had more than 20 years. Looking at longevity within the district, 23.3% of our teachers had 0-1 years in district, 26.7% had 2-5 years, 16.7% had 6-10 years, 13.3% had 11-15 years, 13.3% had 16-20 years and 6.7% had more than 20 years. The average years of professional experience was 10.7 with 8.2 years in the district.

Advanced degrees were held by 30% of our teachers: 9 with master's degrees. Our campus principal had 51 years of career experience in a professional position (not necessarily as a principal) and 32 years in Coppell. Our assistant principal had 24 years of professional experience and 5 years in the district.

Our educator retention rate from 2023-24 to 2024-25 was 84.8%. For educational aides it was 66.7%. We hired 4 new teachers in 2024-25. The characteristics of our new teachers were as follows: 25% White, 25% Hispanic, 50% Multi-Racial, 100% female, 50% new to teaching and 50% with 6-10 years, and 13.3% new to the campus. The average years of

professional experience was 4.5 with 0.7 years in the district. 50% of our new teachers had advanced degrees.

## Demographics Strengths

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

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is a need to 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 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 3 (Prioritized):** There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

**Root Cause:** Lack of individuals choosing to work in public education

**Problem Statement 4:** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .

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

**Problem Statement 5 (Prioritized):** There is a need to focus on the areas in the district identified with significant dis-proportionality.

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

**Problem Statement 6:** 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.

# Student Learning

## Student Learning Summary

### mCLASS K-5:

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

### NWEA MAP:

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

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
<b>Cottonwood Creek Elementary</b>					
Total Students	16	18	17	22	12
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	11.11%	41.18%	27.27%	25%
1 Level Higher	0%	27.78%	35.29%	45.45%	50%
2 Levels Higher	0%	11.11%	0%	4.55%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.83	2.91	2.59	3.27	3.11
No Rating	0%	0%	0%	0%	0%
Beginning	18.75%	16.67%	5.88%	0%	8.33%
Intermediate	25%	11.11%	41.18%	9.09%	16.67%
Advanced	6.25%	38.89%	29.41%	50%	25%
Advanced High	50%	33.33%	23.53%	40.91%	50%
Listening Raw Score	0	0	19.65	24.32	19.5
Listening Scale Score	0	0	1614.76	1699.14	1572.33
Speaking Raw Score	0	0	25.59	27.95	28.33
Speaking Scale Score	0	0	1538.47	1576.41	1570.17

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Writing Raw Score	0	0	12.59	19.14	28.67
Writing Scale Score	0	0	1483.94	1535.14	1542.08
Reading Raw Score	0	0	15.18	23.09	25.83
Reading Scale Score	0	0	1492.76	1601	1642.67
<b>Economic Disadvantage</b>					
Total Students	1	1	1	2	1
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	0%	100%	50%	0%
1 Level Higher	0%	0%	0%	0%	100%
2 Levels Higher	0%	0%	0%	50%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2	1	1.5	3	3.8
No Rating	0%	0%	0%	0%	0%
Beginning	0%	100%	0%	0%	0%
Intermediate	100%	0%	100%	50%	0%
Advanced	0%	0%	0%	0%	0%
Advanced High	0%	0%	0%	50%	100%
Listening Raw Score	0	0	11	24	26
Listening Scale Score	0	0	1485	1691	1705
Speaking Raw Score	0	0	23	26	29
Speaking Scale Score	0	0	1471	1557.5	1574
Writing Raw Score	0	0	7	16.5	35
Writing Scale Score	0	0	1399	1496	1606
Reading Raw Score	0	0	6	18.5	30
Reading Scale Score	0	0	1389	1525.5	1683
<b>Asian</b>					
Total Students	15	14	15	18	12

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	7.14%	46.67%	22.22%	25%
1 Level Higher	0%	35.71%	33.33%	50%	50%
2 Levels Higher	0%	14.29%	0%	5.56%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.89	3.16	2.59	3.29	3.11
No Rating	0%	0%	0%	0%	0%
Beginning	20%	7.14%	6.67%	0%	8.33%
Intermediate	20%	14.29%	46.67%	5.56%	16.67%
Advanced	6.67%	35.71%	20%	55.56%	25%
Advanced High	53.33%	42.86%	26.67%	38.89%	50%
Listening Raw Score	0	0	19.67	23.89	19.5
Listening Scale Score	0	0	1618.2	1682.28	1572.33
Speaking Raw Score	0	0	24.93	28.33	28.33
Speaking Scale Score	0	0	1526.53	1582.78	1570.17
Writing Raw Score	0	0	13	19.39	28.67
Writing Scale Score	0	0	1487.6	1538.67	1542.08
Reading Raw Score	0	0	15.33	22.72	25.83
Reading Scale Score	0	0	1494.47	1587.78	1642.67
<b>Black/African American</b>					
Total Students	-	1	1	-	-
Date Taken	-	03/01/25	03/01/25	-	-
Lower/Same Level	-	0%	0%	-	-
1 Level Higher	-	0%	0%	-	-
2 Levels Higher	-	0%	0%	-	-
3 Levels Higher	-	0%	0%	-	-
TELPAS Composite Score	-	1	2.5	-	-



	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
No Rating	-	0%	0%	-	-
Beginning	-	100%	0%	-	-
Intermediate	-	0%	0%	-	-
Advanced	-	0%	100%	-	-
Advanced High	-	0%	0%	-	-
Listening Raw Score	-	0	20	-	-
Listening Scale Score	-	0	1596	-	-
Speaking Raw Score	-	0	29	-	-
Speaking Scale Score	-	0	1590	-	-
Writing Raw Score	-	0	10	-	-
Writing Scale Score	-	0	1464	-	-
Reading Raw Score	-	0	11	-	-
Reading Scale Score	-	0	1450	-	-
<b>Hispanic</b>					
Total Students	-	1	-	1	-
Date Taken	-	03/01/25	-	03/01/25	-
Lower/Same Level	-	0%	-	100%	-
1 Level Higher	-	0%	-	0%	-
2 Levels Higher	-	0%	-	0%	-
3 Levels Higher	-	0%	-	0%	-
TELPAS Composite Score	-	1	-	2.5	-
No Rating	-	0%	-	0%	-
Beginning	-	100%	-	0%	-
Intermediate	-	0%	-	100%	-
Advanced	-	0%	-	0%	-
Advanced High	-	0%	-	0%	-
Listening Raw Score	-	0	-	26	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Listening Scale Score	-	0	-	1754	-
Speaking Raw Score	-	0	-	19	-
Speaking Scale Score	-	0	-	1421	-
Writing Raw Score	-	0	-	11	-
Writing Scale Score	-	0	-	1413	-
Reading Raw Score	-	0	-	18	-
Reading Scale Score	-	0	-	1520	-
<b>Two or More Races</b>					
Total Students	-	-	1	1	-
Date Taken	-	-	03/01/25	03/01/25	-
Lower/Same Level	-	-	0%	100%	-
1 Level Higher	-	-	100%	0%	-
2 Levels Higher	-	-	0%	0%	-
3 Levels Higher	-	-	0%	0%	-
TELPAS Composite Score	-	-	2.8	3	-
No Rating	-	-	0%	0%	-
Beginning	-	-	0%	0%	-
Intermediate	-	-	0%	0%	-
Advanced	-	-	100%	100%	-
Advanced High	-	-	0%	0%	-
Listening Raw Score	-	-	19	26	-
Listening Scale Score	-	-	1582	1754	-
Speaking Raw Score	-	-	32	24	-
Speaking Scale Score	-	-	1666	1486	-
Writing Raw Score	-	-	9	19	-
Writing Scale Score	-	-	1449	1535	-
Reading Raw Score	-	-	17	21	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Reading Scale Score	-	-	1510	1555	-
<b>White</b>					
Total Students	1	2	-	2	-
Date Taken	03/01/25	03/01/25	-	03/01/25	-
Lower/Same Level	0%	50%	-	0%	-
1 Level Higher	0%	0%	-	50%	-
2 Levels Higher	0%	0%	-	0%	-
3 Levels Higher	0%	0%	-	0%	-
TELPAS Composite Score	1.8	3	-	3.65	-
No Rating	0%	0%	-	0%	-
Beginning	0%	0%	-	0%	-
Intermediate	100%	0%	-	0%	-
Advanced	0%	100%	-	0%	-
Advanced High	0%	0%	-	100%	-
Listening Raw Score	0	0	-	26.5	-
Listening Scale Score	0	0	-	1796	-
Speaking Raw Score	0	0	-	31	-
Speaking Scale Score	0	0	-	1642	-
Writing Raw Score	0	0	-	21	-
Writing Scale Score	0	0	-	1564.5	-
Reading Raw Score	0	0	-	30	-
Reading Scale Score	0	0	-	1783.5	-
<b>Currently Emergent Bilingual</b>					
Total Students	16	18	17	22	12
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	11.11%	41.18%	27.27%	25%
1 Level Higher	0%	27.78%	35.29%	45.45%	50%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
2 Levels Higher	0%	11.11%	0%	4.55%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.83	2.91	2.59	3.27	3.11
No Rating	0%	0%	0%	0%	0%
Beginning	18.75%	16.67%	5.88%	0%	8.33%
Intermediate	25%	11.11%	41.18%	9.09%	16.67%
Advanced	6.25%	38.89%	29.41%	50%	25%
Advanced High	50%	33.33%	23.53%	40.91%	50%
Listening Raw Score	0	0	19.65	24.32	19.5
Listening Scale Score	0	0	1614.76	1699.14	1572.33
Speaking Raw Score	0	0	25.59	27.95	28.33
Speaking Scale Score	0	0	1538.47	1576.41	1570.17
Writing Raw Score	0	0	12.59	19.14	28.67
Writing Scale Score	0	0	1483.94	1535.14	1542.08
Reading Raw Score	0	0	15.18	23.09	25.83
Reading Scale Score	0	0	1492.76	1601	1642.67
<b>Special Ed Indicator</b>					
Total Students	1	2	5	1	-
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	-
Lower/Same Level	0%	0%	80%	100%	-
1 Level Higher	0%	0%	0%	0%	-
2 Levels Higher	0%	0%	0%	0%	-
3 Levels Higher	0%	0%	0%	0%	-
TELPAS Composite Score	2	1.5	1.78	3	-
No Rating	0%	0%	0%	0%	-
Beginning	0%	50%	0%	0%	-
Intermediate	100%	50%	100%	0%	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Advanced	0%	0%	0%	100%	-
Advanced High	0%	0%	0%	0%	-
Listening Raw Score	0	0	14.4	23	-
Listening Scale Score	0	0	1526.4	1648	-
Speaking Raw Score	0	0	21.8	21	-
Speaking Scale Score	0	0	1455.6	1444	-
Writing Raw Score	0	0	7.6	18	-
Writing Scale Score	0	0	1415.2	1519	-
Reading Raw Score	0	0	7.2	26	-
Reading Scale Score	0	0	1401.2	1623	-

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 4
<b>Cottonwood Creek Elementary</b>			
Total Students	66	65	54
Raw Score	30	23	32
Scale Score	1508	1521	1610
Percent Score	56.82%	62.83%	62.07%
Approaches Grade Level (TX)	84.85%	86.15%	94.44%
Meets Grade Level (TX)	65.15%	64.62%	68.52%
Masters Grade Level (TX)	24.24%	24.62%	37.04%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	6.06%	4.62%	5.56%
Did Not Meet High	9.09%	9.23%	0%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Approaches Low	6.06%	9.23%	7.41%
Approaches High	13.64%	12.31%	18.52%
Meets	40.91%	40%	31.48%
Masters	24.24%	24.62%	37.04%
<b>Economic Disadvantage</b>			
Total Students	5	5	5
Raw Score	25	15	22
Scale Score	1437	1361	1473
Percent Score	47.31%	40.54%	42.69%
Approaches Grade Level (TX)	60%	40%	60%
Meets Grade Level (TX)	60%	20%	20%
Masters Grade Level (TX)	0%	0%	20%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	20%	20%	40%
Did Not Meet High	20%	40%	0%
Approaches Low	0%	20%	0%
Approaches High	0%	0%	40%
Meets	60%	20%	0%
Masters	0%	0%	20%
<b>Asian</b>			
Total Students	35	34	32
Raw Score	31	23	36
Scale Score	1529	1514	1661
Percent Score	59.23%	62.48%	68.87%
Approaches Grade Level (TX)	88.57%	88.24%	100%
Meets Grade Level (TX)	68.57%	64.71%	84.38%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Masters Grade Level (TX)	25.71%	20.59%	50%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	2.94%	0%
Did Not Meet High	11.43%	8.82%	0%
Approaches Low	5.71%	5.88%	12.50%
Approaches High	14.29%	17.65%	3.12%
Meets	42.86%	44.12%	34.38%
Masters	25.71%	20.59%	50%
<b>Black/African American</b>			
Total Students	1	1	5
Raw Score	12	6	16
Scale Score	1246	1184	1381
Percent Score	23.08%	16.22%	30%
Approaches Grade Level (TX)	0%	0%	40%
Meets Grade Level (TX)	0%	0%	0%
Masters Grade Level (TX)	0%	0%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	100%	100%	60%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	40%
Meets	0%	0%	0%
Masters	0%	0%	0%
<b>Hispanic</b>			
Total Students	4	4	4

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Raw Score	27	19	27
Scale Score	1468	1435	1544
Percent Score	51.44%	51.35%	52.40%
Approaches Grade Level (TX)	75%	50%	100%
Meets Grade Level (TX)	50%	50%	50%
Masters Grade Level (TX)	25%	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	25%	50%	0%
Approaches Low	0%	0%	0%
Approaches High	25%	0%	50%
Meets	25%	50%	50%
Masters	25%	0%	0%
<b>Two or More Races</b>			
Total Students	4	4	1
Raw Score	32	26	26
Scale Score	1533	1585	1533
Percent Score	60.58%	69.59%	50%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	75%	75%	0%
Masters Grade Level (TX)	25%	25%	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	0%	0%	0%
Approaches Low	0%	25%	0%



	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Approaches High	25%	0%	100%
Meets	50%	50%	0%
Masters	25%	25%	0%
<b>White</b>			
Total Students	22	22	12
Raw Score	29	25	32
Scale Score	1488	1550	1601
Percent Score	54.81%	66.34%	61.54%
Approaches Grade Level (TX)	81.82%	90.91%	100%
Meets Grade Level (TX)	63.64%	68.18%	66.67%
Masters Grade Level (TX)	22.73%	36.36%	33.33%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	13.64%	4.55%	0%
Did Not Meet High	4.55%	4.55%	0%
Approaches Low	9.09%	13.64%	0%
Approaches High	9.09%	9.09%	33.33%
Meets	40.91%	31.82%	33.33%
Masters	22.73%	36.36%	33.33%
<b>Currently Emergent Bilingual</b>			
Total Students	22	21	12
Raw Score	29	22	31
Scale Score	1498	1496	1608
Percent Score	55.33%	60.62%	60.26%
Approaches Grade Level (TX)	81.82%	85.71%	100%
Meets Grade Level (TX)	59.09%	61.90%	66.67%
Masters Grade Level (TX)	22.73%	14.29%	33.33%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	4.76%	0%
Did Not Meet High	18.18%	9.52%	0%
Approaches Low	4.55%	4.76%	33.33%
Approaches High	18.18%	19.05%	0%
Meets	36.36%	47.62%	33.33%
Masters	22.73%	14.29%	33.33%
<b>First Year of Monitoring</b>			
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	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
<b>Second Year of Monitoring</b>			
Total Students	2	2	5
Raw Score	37	27	35

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Scale Score	1626	1639	1646
Percent Score	71.15%	72.97%	68.08%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	50%	80%
Masters Grade Level (TX)	50%	50%	60%
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	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	50%	20%
Meets	50%	0%	20%
Masters	50%	50%	60%
<b>Third Year of Monitoring</b>			
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	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Meets	-	-	-
Masters	-	-	-
<b>Special Ed Indicator</b>			
Total Students	10	10	7
Raw Score	19	17	19
Scale Score	1352	1404	1433
Percent Score	36.54%	46.22%	37.36%
Approaches Grade Level (TX)	60%	50%	57.14%
Meets Grade Level (TX)	10%	30%	28.57%
Masters Grade Level (TX)	0%	10%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	20%	20%	42.86%
Did Not Meet High	20%	30%	0%
Approaches Low	20%	10%	0%
Approaches High	30%	10%	28.57%
Meets	10%	20%	28.57%
Masters	0%	10%	0%

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

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing

- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

### **Student Learning Strengths**

Overall performance on STAAR is above state levels

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

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

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

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

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.

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

**Problem Statement 2 (Prioritized):** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.

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

**Problem Statement 3:** There is a need to establish and maintain strong, positive relationships for all learners.

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

**Problem Statement 4 (Prioritized):** There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.

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

**Problem Statement 5 (Prioritized):** There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

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

**Problem Statement 6 (Prioritized):** There is a need to provide a stronger focus on high-quality Tier I instruction and research-based classroom interventions.

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

**Problem Statement 7 (Prioritized):** There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth.

**Root Cause:** Inconsistencies with implementation curriculum, professional learning and resource usage across the district

**Problem Statement 8:** There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners.

**Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

**Problem Statement 9:** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .

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

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

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

**Problem Statement 11:** 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 12 (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.

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

## School Processes & Programs Strengths

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

- Healthy Zone School

### **Problem Statements Identifying School Processes & Programs Needs**

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

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

**Problem Statement 2 (Prioritized):** There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

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

**Problem Statement 3:** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

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

**Problem Statement 4 (Prioritized):** There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

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

**Problem Statement 5:** There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

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

**Problem Statement 6 (Prioritized):** There is a need to focus on the areas in the district identified with significant dis-proportionality.

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

**Problem Statement 7 (Prioritized):** There is a need to continue revisiting and improving efforts with safety and security for the district.

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

**Problem Statement 8 (Prioritized):** There is a need to establish and maintain strong, positive relationships for all learners.

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

**Problem Statement 9:** There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.

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

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

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

**Problem Statement 11 (Prioritized):** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

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



# Perceptions

## Perceptions Summary

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

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

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

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

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

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

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

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

## Perceptions Strengths

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

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.

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

**Problem Statement 2 (Prioritized):** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

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

**Problem Statement 3:** There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.

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

**Problem Statement 4 (Prioritized):** There is a need to 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 need to ensure we are providing consistent counseling supports for all learners, staff and families.

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

# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Student Learning

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

**Root Cause 2:** Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

**Problem Statement 2 Areas:** Demographics - School Processes & Programs

**Problem Statement 3:** There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.

**Root Cause 3:** Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.

**Problem Statement 3 Areas:** Demographics - Perceptions

**Problem Statement 4:** There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth.

**Root Cause 4:** Inconsistencies with implementation curriculum, professional learning and resource usage across the district

**Problem Statement 4 Areas:** Student Learning

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

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

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

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

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

**Problem Statement 6 Areas:** Student Learning

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

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

**Problem Statement 7 Areas:** Student Learning

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

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

**Problem Statement 8 Areas:** School Processes & Programs - Perceptions

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

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

**Problem Statement 9 Areas:** School Processes & Programs

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

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

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

**Problem Statement 11:** There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

**Root Cause 11:** Lack of individuals choosing to work in public education

**Problem Statement 11 Areas:** Demographics

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

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

**Problem Statement 12 Areas:** School Processes & Programs

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

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

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** There is a need to 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:** School Processes & Programs

**Problem Statement 15:** 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 15:** 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 15 Areas:** Demographics - 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
- STAAR released test questions
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Dyslexia data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback

## **Employee Data**

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

# Goals

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

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

**HB3 Goal**

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> - 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) <b>Staff Responsible for Monitoring:</b> Campus Administrators, Team Leaders, Learning Coaches  <b>Problem Statements:</b> Demographics 1 - Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Reading test will increase from 57% in June 2025 to 72% in June 2029.</p> <p><b>Strategy's Expected Result/Impact:</b> -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"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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."</li> <li>- Early Childhood staff receive 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.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Learning Coaches, Classroom Educators</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 12 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Math test will increase from 63% in June 2025 to 68% in June 2029.</p> <p><b>Strategy's Expected Result/Impact:</b></p> <ul style="list-style-type: none"> <li>- NWEA MAP data and different reports to track student growth in the area of early math foundational skills</li> <li>- 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</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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</li> <li>- 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</li> <li>- 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.</li> <li>- 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 &amp; coherence of key concepts and productive struggle can create meaningful connections that accelerate math instruction to positively impact mathematics staff in CISD</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Learning Coaches, Classroom Educators</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 6 - School Processes &amp; Programs 1 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue building on mentor training and structures of support for new educators, administrators and staff to CISD. <b>Strategy's Expected Result/Impact:</b> -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 <b>Staff Responsible for Monitoring:</b> Campus Administrators, Learning Coaches, Educators  <b>Problem Statements:</b> Demographics 3 - School Processes & Programs 4, 11 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments. <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> 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. <b>Problem Statement 3:</b> There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. <b>Root Cause:</b> Lack of individuals choosing to work in public education
Student Learning
<b>Problem Statement 6:</b> There is a need to provide a stronger focus on high-quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments <b>Problem Statement 12:</b> 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. <b>Root Cause:</b> 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.
School Processes & Programs
<b>Problem Statement 1:</b> There is a need to provide a stronger focus on high-quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments <b>Problem Statement 4:</b> There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. <b>Root Cause:</b> Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs <b>Problem Statement 11:</b> There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. <b>Root Cause:</b> Continued need to build on systemic structures for counseling needs

Perceptions

**Problem Statement 2:** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Continued need to build on systemic structures for counseling needs

**Problem Statement 4:** There is a need to 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.

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





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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> - Training and Implementation of AWARE assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis) - Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district - Increased student achievement (academic, social-emotional and behavioral) -Using NWEA MAP data, STAAR/EOC data, TELPAS, mClass, and other district/classroom assessments to review the growth of learners - Creation of pre-post assessments, rubric creation <b>Staff Responsible for Monitoring:</b> Campus Administrators, Educators, Learning Coaches  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 6, 12 - School Processes & Programs 1 - Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Utilized the established, district-wide framework for Professional Learning Communities (PLCs) and MTSS (Multi-Tiered Systems of Support) that includes clear guidelines and expectations for collaboration, data analysis, and action planning. This framework will include weekly meetings where 100% of educators analyze both qualitative and quantitative data to identify student needs and develop targeted interventions or enrichments for academic, behavioral or social emotional needs.  <b>Strategy's Expected Result/Impact:</b> - 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 <b>Staff Responsible for Monitoring:</b> Campus Administrators, Team Leaders, Learning Coaches  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 6, 12 - School Processes & Programs 1 - Perceptions 4		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.  <b>Strategy's Expected Result/Impact:</b> - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives - Resources for educators (including embedded items within curriculum documents for English Learners) - Continued focus on oral proficiency levels and spiraling this learning in training throughout the year - Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners - Increased student achievement and progress levels -Use of Success Ed for system of housing learner needs <b>Staff Responsible for Monitoring:</b> Campus Administrators, Learning Coaches, LAS, and Educators  <b>Problem Statements:</b> Demographics 1, 2, 5 - Student Learning 1, 6, 12 - School Processes & Programs 1, 6 - Perceptions 4		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> - Increased student achievement academic, social emotionally and behaviorally - Training for classroom management and restorative practices - Continued implementation of Character Ed programs to help support PBIS - Use of Panorama Student Success Platform for progress monitoring - Increased communication between schools, learners and families - Focus on Panorama Playbook resources for intentional support for learners - Focus on additional behavior resources/tools collection - CISD Curriculum Documents <b>Staff Responsible for Monitoring:</b> Campus Administrators, Learning Coaches and Educators  <b>Problem Statements:</b> Student Learning 2, 5, 10 - School Processes & Programs 4, 8, 11 - Perceptions 2		Formative			Summative
		Nov	Feb	Apr	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Strengthen monitoring systems for attendance of learners, communication to families and focused efforts on the creation of intentional attendance intervention plans as needed. <b>Strategy's Expected Result/Impact:</b> - 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 <b>Staff Responsible for Monitoring:</b> Campus Administrators and Educators  <b>Problem Statements:</b> Student Learning 5, 10 - School Processes & Programs 4, 8, 11 - Perceptions 2		Formative			Summative
		Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Continue implementation of plan for significant disproportionality of learners in identified areas per the state: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs, Percentage of Hispanic and African-American learners identified with discipline incidents, Percentage of achievement and growth for economically disadvantaged learners <b>Strategy's Expected Result/Impact:</b> - Growth across the district in academic performance for economically disadvantaged learners - Intentional interventions to support discipline (classroom management and PBIS implementation across campuses, restorative practices, monitoring interventions for learners) - Focus on Universal Design for Learning and Training opportunities for campus leaders and educators - Focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols and measuring learner growth through progress monitoring (academic, behavioral, social-emotional, attendance) -Implement Poverty Simulation training for campuses -BEAM training focus for new educators - Continue monitoring referral processes and training for individuals making referrals and completing evaluations for Special Education <b>Staff Responsible for Monitoring:</b> Campus Administrators, Learning Coaches, and Educators  <b>Problem Statements:</b> Demographics 2, 5 - Student Learning 2, 4, 12 - School Processes & Programs 6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Learners will receive Tiered supports to target academic, social-emotional, and behavioral supports as a campus, focusing on meeting the needs of identified at-risk learners and HB 1416 learners. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Learning Coaches, and Educators  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 6, 10, 12 - School Processes & Programs 1, 2, 8 - Perceptions 4 <b>Funding Sources:</b> State Compensatory Education - 199 - State Comp Ed - \$4,528	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 2 Problem Statements:

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

Demographics
<p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 5:</b> There is a need to focus on the areas in the district identified with significant dis-proportionality. <b>Root Cause:</b> Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners</p>
Student Learning
<p><b>Problem Statement 1:</b> There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. <b>Root Cause:</b> Lack of focus on the whole child and using multiple measures to show evidence of growth</p> <p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district</p> <p><b>Problem Statement 4:</b> There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. <b>Root Cause:</b> Barriers exist within our educational system due to lack of empathy/understanding</p> <p><b>Problem Statement 5:</b> There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) <b>Root Cause:</b> Loss of instruction time for learners and loss of funding from the state</p> <p><b>Problem Statement 6:</b> There is a need to provide a stronger focus on high-quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments</p> <p><b>Problem Statement 10:</b> There is a need to establish and maintain strong, positive relationships for all learners. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained with all learners</p> <p><b>Problem Statement 12:</b> 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. <b>Root Cause:</b> 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.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on high-quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments</p> <p><b>Problem Statement 2:</b> There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. <b>Root Cause:</b> Lack of alignment across the district with Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning , writing and math skills focused on early intervention and identification of needs</p> <p><b>Problem Statement 4:</b> There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. <b>Root Cause:</b> Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs</p> <p><b>Problem Statement 6:</b> There is a need to focus on the areas in the district identified with significant dis-proportionality. <b>Root Cause:</b> Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners</p> <p><b>Problem Statement 8:</b> There is a need to establish and maintain strong, positive relationships for all learners. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained with all learners</p>





School Processes & Programs
<b>Problem Statement 11:</b> There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. <b>Root Cause:</b> Continued need to build on systemic structures for counseling needs
Perceptions
<b>Problem Statement 2:</b> There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. <b>Root Cause:</b> Continued need to build on systemic structures for counseling needs
<b>Problem Statement 4:</b> There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.



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

**Performance Objective 1:** All Pre-K through 5th 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 creating a sense of community.

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) implementation and alignment between elementary, middle and high schools. <b>Strategy's Expected Result/Impact:</b> -Growth in learner engagement levels -Building stronger problem solving and design thinking skills -Building understanding of CTE and career connections - Increasing ways for learners to show success in learning -Usage of coding and digital tools -Usage of goal setting tools, presentations, created products to show understanding and growth <b>Staff Responsible for Monitoring:</b> Campus Administrators, Learning Coaches, Educators	Formative			Summative
	Nov	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 2:** All Pre-K through 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.)

**High Priority**

**Evaluation Data Sources:** bulb portfolios, lesson plans, panorama surveys  
Genius Hour

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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). <b>Strategy's Expected Result/Impact:</b> - Learner digital portfolios and specific expectations for capturing evidence K-12 - 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 <b>Staff Responsible for Monitoring:</b> Campus Administrators, Educators, and Learning Coaches	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> - Performance Tasks in learning - Rubrics for academic and social-emotional growth - Goal-setting forms/reflections - Digital presentations (video, media, etc.) - More intentional and detailed feedback for learners <b>Staff Responsible for Monitoring:</b> Campus Administrators, Educators	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

**Evaluation Data Sources:** lesson plans, classroom observations, Genius Hour

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> - 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 training and resources for learners, families, and staff - Training to support the balance of technology for hands-on learning - Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment) - Family training for digital learning, parent university sessions, Lunch Byte, and information on Parent Hub <b>Staff Responsible for Monitoring:</b> Campus Administrators and Learning Coaches	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				





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

**Performance Objective 1:** CCE 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.

**High Priority**

**Evaluation Data Sources:** counselor's data, panorama survey data  
Priority focus on leadership and character support

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue revising, updating, implementing, and evaluating current PK-12 curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character  <b>Strategy's Expected Result/Impact:</b> - Utilization of social-emotional curriculum supports within lesson design - Learner growth as indicated through survey/learner goals (academic and social emotional) - Elementary and Secondary Resources available for supports in learning - Scope and Sequence and curriculum documents of support implemented - CISD Strategic Design Work - Implementation of social emotional support structures: class meetings, check-ins and restorative practices  <b>Staff Responsible for Monitoring:</b> Campus Administration and Learning Coaches	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue building, implementing, and evaluating an aligned comprehensive counseling program that includes support for elementary and secondary campuses. (TEA Model - Guidance curriculum, Responsive Services, Individual Planning, and System Support)  <b>Strategy's Expected Result/Impact:</b> - Utilization of social-emotional curriculum supports within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Aligned, integrated curriculum that allows for counseling supports (academic and social-emotional) throughout the PK-12 learning system - Requirements per the state for 80/20 for counselors (tracking learner support) - Stronger communication with families of academic, social-emotional, and mental health resources (building on district/campus websites)  <b>Staff Responsible for Monitoring:</b> Campus Administrators and Counselors	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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) <b>Strategy's Expected Result/Impact:</b> - Continued partnership with SHAC - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Implementation at campuses (training and curriculum) working with middle school campuses and embedded supports within 6th grade PE <b>Staff Responsible for Monitoring:</b> Campus Administrators, Learning Coaches, Counselors, and Educators	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





**Performance Objective 2:** CCE 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.

**High Priority**

**Evaluation Data Sources:** PL Plan, staff meeting agendas  
Continued implementation of CCE behavior framework

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue offering training that supports a focus on mental health, trauma, well-being, restorative practices, behavior supports, and drug/alcohol/vaping awareness/supports.  <b>Strategy's Expected Result/Impact:</b> - Implement training across the district (state required and other) - Analyze training impact through reflection tools - Feedback from learners, families, and staff (Panorama survey and PL feedback) - Parent University sessions throughout the year - Counselor Connections on Campuses for updates and training - Tracking training required in Professional Learning - Powerschool - Training on attendance - monitoring in Panorama - Training on Panorama Playbook strategies and monitoring implementation - Investigate additional resources/training for drug and alcohol awareness - Training and resources provided for CISD staff on their mental health (review current supports, mental health sick day, continued training for ways to find balance work/life)  <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, and Educators	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Continue providing training to align practices and review and analyze discipline, behavior, bullying, and threat assessment data to examine equitable practices and interventions/supports for learners. <b>Strategy's Expected Result/Impact:</b> -Threat Assessment process being utilized and strengthening support for learners in need - Increase awareness and action plans to support all learners with behavior needs - Training focused on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices - Team approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix being utilized -Online Truancy course required for learners - Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives - District surveys focused on data collection for learner engagement, climate and culture, learner social-emotional needs, and learner concerns with bullying and cyberbullying - Use the Panorama Student Success Platform to monitor interventions and positive behavior support plans for learners - Bringing in legal guidance training concerning discipline or campus/district administrators <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, Learning Coaches and Educators		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Continue implementation of Crucial Conversations training with staff across the district and implement Poverty Simulation Training in order to strengthen engagement, efficiency, equity, communication, and relationships with all stakeholders. <b>Strategy's Expected Result/Impact:</b> - Strengthen the 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) -Feedback from staff attending the training <b>Staff Responsible for Monitoring:</b> Campus Administrators and Learning Coaches.		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue campus focus on character and leadership development through the utilization of Momentous strategies and resources. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals Increase in service learning and community service. Formation of staff committee to monitor and plan activities. Development of learner leadership profile. <b>Staff Responsible for Monitoring:</b> Entire staff.  <b>Problem Statements:</b> Student Learning 1, 10 - School Processes & Programs 4, 8, 11 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 2 Problem Statements:





Student Learning
<b>Problem Statement 1:</b> There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. <b>Root Cause:</b> Lack of focus on the whole child and using multiple measures to show evidence of growth <b>Problem Statement 10:</b> There is a need to establish and maintain strong, positive relationships for all learners. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained with all learners
School Processes & Programs
<b>Problem Statement 4:</b> There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. <b>Root Cause:</b> Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs <b>Problem Statement 8:</b> There is a need to establish and maintain strong, positive relationships for all learners. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained with all learners <b>Problem Statement 11:</b> There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. <b>Root Cause:</b> Continued need to build on systemic structures for counseling needs
Perceptions
<b>Problem Statement 2:</b> There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. <b>Root Cause:</b> Continued need to build on systemic structures for counseling needs



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

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

**Evaluation Data Sources:** PL plan, panorama survey, T-TESS and CT Agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district within professional learning opportunities. <b>Strategy's Expected Result/Impact:</b> - 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). - Increase use of data to support evidence-based decisions for professional learning - Department meetings, campus meetings, campus intervention/enrichment times - Support for new educators to the district with mentoring and building blocks for PLC/MTSS - BEAM support for 1-2 year educators - Full implementation of Student Success Platform in Panorama <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Educators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning. <b>Strategy's Expected Result/Impact:</b> -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 <b>Staff Responsible for Monitoring:</b> Campus Administrators and Learning Coaches	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue implementing a CISD Community Based Accountability System and using the pillars as a guide for organizational growth. <b>Strategy's Expected Result/Impact:</b> - Strategic plan advocacy deck - focused on the 7 pillars - Online district pamphlet created with quantitative and qualitative data - District dashboard showcasing various pieces of data - TPAC (Texas Performance Assessment Consortium) participation - Update and evaluate Learner and Leadership Profile - Showcase learner growth of the whole child <b>Staff Responsible for Monitoring:</b> All staff	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement an aligned system for the CISD Teacher Incentive Allotment (TIA) at all campuses. <b>Strategy's Expected Result/Impact:</b> -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 <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

**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:** CCE will continue to review and maintain district policies and practices for safety, behavior, cell phones, discipline, and will implement any additional strategies/protocols put in place by the state.

**Evaluation Data Sources:** Safety Drill Documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure all safety drills occur within the district, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/recommendations.  <b>Strategy's Expected Result/Impact:</b> - 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. Fall 2024 - 8.2 Strategy - Increase accountability of individual roles in safety protocols. - 8.2.1 Specific result - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders. -Aligned practices for safety and security across the district -Aligned training for staff and learners in CISD -Safety of learners and staff in CISD -Communication to all stakeholders about safety and practices of CISD - Continued implementation of door sweeps on campuses and district buildings at least once each week during instructional days - Review of current district practices and staff hired to help support safety <b>Staff Responsible for Monitoring:</b> School Administrators	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Foster enthusiasm for the wide array of opportunities and services accessible to our entire community by identifying relevant communication strategies to reach all subsets of key stakeholders. <b>Strategy's Expected Result/Impact:</b> Ensure all Coppel ISD parents and guardians, teachers and staff, students and community members receive timely and relevant information that enhances their experience as a CISD stakeholder.	Formative			Summative
	Nov	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# State Compensatory

## Budget for Cottonwood Creek Elementary

**Total SCE Funds:** \$4,528.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

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

# Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7	State Compensatory Education		\$4,528.00
Sub-Total					\$4,528.00

# Policies, Procedures, and Requirements

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

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