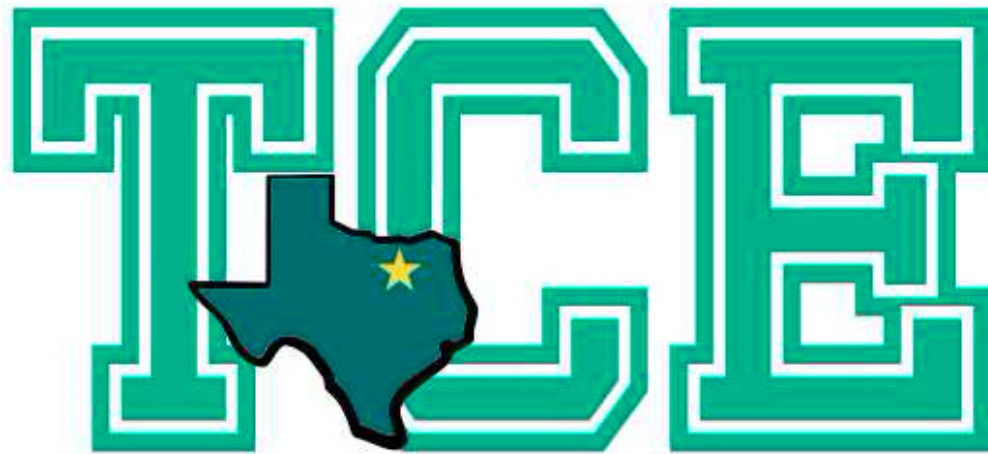


Coppell Independent School District
Town Center Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Coppell ISD Mission Statement

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

Core Beliefs

Coppell ISD Core Values

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

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

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

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

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 8
 - Perceptions 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 12
- Goals 14
 - 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. 15
 - 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. 19
 - Goal 3: Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment. 23
 - 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. 28
- Campus Funding Summary 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Town Center 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. Town Center serves a plurality Asian student population in grades EC, K-5. In the 2022-23 school year, total enrollment was 477 which represents a decrease of 17.1% since 2018-19 (576 learners).

In 2022-23, the student population was 44% Asian, 34.5% White, 12.5% Hispanic, 5.6% African American, 0.2% American Indian/Alaskan Native, 0.2% Native Hawaiian/Pacific Islander and 2.7% multi-racial. Females made up 46.1% of the learners and males represented 53.9%. Our economically disadvantaged percentage was 12.7%.

Our Emergent Bilingual (EB) population consisted of 109 learners which made up 22.8% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (19.2%), Arabic (15.6%), Hindi (13.7), Tamil (11.9%), and Spanish (5.5%). Additionally, 22.9% of our EBs were also economically disadvantaged.

Our 44 gifted and talented learners constituted 9.2% of our population. Our gender split in the GT group was 36.3% female and 63.7% male. Of the four major ethnic groups, our GT learners were 50% Asian, 40.9% White, 6.8% Hispanic and 2.2% African American.

We had 91 learners that qualified for special education services, which represented 19% of our population. There were 30 learners with 504 accommodations, which was 6.2% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 95.14%, which decreased by 1.35% from the prior year.

STAFFING

Town Center employed 33 educators and 8 instructional aides in the 2022-23 school year. The number of teachers increased by 2 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 3% Asian, 87.8% White, 3% Hispanic, 3% African American, 3% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 96.9% of the educators and males represented 3.1%.

Overall, our educators had a varying level of professional experience: 3% (1) were new to teaching with 0-1 years of experience, 6% (2) had 2-5 years, 36.3% (12) had 6-10 years, 15.1% (5) had 11-15 years, 15.1% (5) had 16-20 years, and 24.2% (8) had more than 20 years. Looking at longevity within the district, 12.1% of our teachers had 0-1 years in the district, 30.3% had 2-5 years, 24.2% had 6-10 years, 12.1% had 11-15 years, 12.1% had 16-20 years and 9% had more than 20 years. The average years of professional experience was 13.5 with 8.8 years in the district.

Advanced degrees were held by 27.2% of our teachers: 9 with master's degrees and 0 with doctorates. Our campus principal had 22 years of career experience in a professional position (not necessarily as a principal) and 16 years in Coppell. Our assistant principal had 11 years of professional experience and 11 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 86.67%. For educational aides, it was 71.43%. We hired 5 new teachers in 2022-23. The characteristics of our new teachers were as follows: 0% Asian, 100% White, 0% Hispanic, 0% African American, 100% female, 0% male, 20% new to teaching, 20% with 2-5 years of professional experience, 40% with 6-10 years, 20% with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 15.1% new to the campus. The average years of professional experience was 6.6

with 3.2 years in the district. 40% of our new teachers had advanced degrees.

Demographics Strengths

- Town Center serves a diverse group of learners.
- The educator retention rate is 86.67%.
- The average years of professional experience for educators on our campus is 13.5 with 8.8 years in the district.
- 27.2 % of our educators hold advanced degrees.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system of communication and engagement opportunities.

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

Student Learning

Student Learning Summary

- **NWEA MAP:** Please refer to the Plan Addendum Section for the NWEA MAP Fall 2022-Spring 2023 Student Growth Summary Report. For help: https://teach.mapnwea.org/assist/help_map/Content/Data/SampleReports/StudentGrowthSummaryReport.htm
- **mCLASS:** Please refer to the link to view 22-23 performance levels across grade levels at BOY, MOY, EOY: https://drive.google.com/file/d/1zLaReA7-GFOQUB-7SknNcy3YNczfBCp7/view?usp=drive_link

| Admin | Grade | STAAR - Reading - Number Tested | STAAR - Reading - Average Scale Score | STAAR - Reading - Did Not Meet - % | STAAR - Reading - Approaches - % | STAAR - Reading - Meets - % | STAAR - Reading - Masters - % | STAAR - Mathematics - Number Tested | STAAR - Mathematics - Average Scale Score | STAAR - Mathematics - Did Not Meet - % | STAAR - Mathematics - Approaches - % | STAAR - Mathematics - Meets - % | STAAR - Mathematics - Masters - % | STAAR - Science - Number Tested |
|-------------|-------|---------------------------------|---------------------------------------|------------------------------------|----------------------------------|-----------------------------|-------------------------------|-------------------------------------|---|--|--------------------------------------|---------------------------------|-----------------------------------|---------------------------------|
| Spring 2022 | 3 | 78 | 1547 | 9 | 91 | 69 | 54 | 78 | 1533 | 8 | 92 | 72 | 37 | |
| Spring 2022 | 4 | 86 | 1594 | 14 | 86 | 73 | 43 | 86 | 1611 | 24 | 76 | 59 | 43 | |
| Spring 2022 | 5 | 108 | 1699 | 6 | 94 | 85 | 65 | 108 | 1721 | 7 | 93 | 74 | 44 | 108 |
| Spring 2023 | 3 | 76 | 1552 | 4 | 96 | 79 | 38 | 78 | 1550 | 13 | 87 | 68 | 37 | |
| Spring 2023 | 4 | 92 | 1604 | 9 | 91 | 66 | 40 | 92 | 1651 | 10 | 90 | 70 | 34 | |
| Spring 2023 | 5 | 89 | 1717 | 4 | 96 | 82 | 61 | 89 | 1795 | 3 | 97 | 82 | 52 | 89 |

| TELPAS 2023 | | | | | | | | | | | | | | | |
|-------------|---------------------------|------------------------------|--------------------------|-------------------------------|--------------------------|-----------------------------|-------------------------|------------------------------|-------------------------|----------------------------|------------------------|-----------------------------|-------------------------|----------------------------|------------------------|
| Grade | Listening - Beginning - % | Listening - Intermediate - % | Listening - Advanced - % | Listening - Advanced High - % | Speaking - Beginning - % | Speaking - Intermediate - % | Speaking - Advanced - % | Speaking - Advanced High - % | Reading - Beginning - % | Reading - Intermediate - % | Reading - Advanced - % | Reading - Advanced High - % | Writing - Beginning - % | Writing - Intermediate - % | Writing - Advanced - % |
| K | 32 | 45 | 18 | 5 | 50 | 27 | 18 | 5 | 41 | 27 | 27 | 5 | 36 | 32 | |
| 1 | 13 | 40 | 27 | 20 | 20 | 33 | 40 | 7 | 27 | 27 | 13 | 33 | 27 | 27 | |

| TELPAS 2023 | | | | | | | | | | | | | | |
|-------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 2 | 10 | 35 | 10 | 45 | 15 | 75 | 10 | | 25 | 50 | 20 | 5 | 30 | 45 |
| 3 | 5 | 14 | 18 | 64 | 9 | 59 | 27 | 5 | 9 | 41 | 14 | 36 | 18 | 23 |
| 4 | 11 | 17 | 50 | 22 | 6 | 56 | 39 | | | 28 | 33 | 39 | 6 | 39 |
| 5 | | 30 | 30 | 40 | | 50 | 40 | 10 | 10 | 40 | | 50 | | 60 |
| | | | | | | | | | | | | | | |

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

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

Student Learning Strengths

At Town Center Elementary, our learners have been very responsive to both interventions and enrichment. Our overall STAAR scores from 2022-2023 show an increase in reading across all grade levels in overall passing rate, along with 4th and 5th-grade math overall passing rate. Our percentage of 5th-graders who scored in the "Masters" category increased by 8%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to target specific reading, writing, and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the campus with reading, writing, and math skills focused on early intervention and identification of needs. We are seeing a larger number of needs and wider gaps to be supported by educators.

Problem Statement 2 (Prioritized): There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. **Root Cause:** Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

Problem Statement 3 (Prioritized): There is a need to continue the development of digital citizenship and digital safety. **Root Cause:** Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

Problem Statement 4 (Prioritized): There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum support/training for character traits/social-emotional needs of learners.

Problem Statement 5 (Prioritized): There is a need to focus on Multi-Tiered Systems of Support (MTSS) including positive behavior interventions and supports. **Root Cause:** Lack of aligned resources and fidelity in providing support.

School Processes & Programs

School Processes & Programs Summary

Town Center Elementary uses both district curriculum and state standards to create lesson experiences. We have built time into our master schedule to allow for extended collaborative planning time for teams on a two-week rotation. This allows our educators more time and resources to dig into the four critical questions of a Professional Learning Community. Our campus also utilizes a grade-wide intervention time, "Prime Time", to allow educators to share learners and target specific interventions and enrichment that are necessary for learners. All of Town Center's classroom educators are highly qualified, and we consider them our best resource. Educators are able to collaborate with support staff such as our instructional coach, GT specialist, librarian, digital learning coach, special program staff, and Language Acquisition Specialist.

Our campus utilizes a Multi-Tiered System of Support (MTSS) framework to support our learners. Collaboration between educators, parents, administrators, counselors, and campus and district specialists is key. Interventions are provided on a consistent basis as determined by the committee, along with any next steps that are determined based on individual learner progress or lack thereof.

This year we will continue to implement a professional development system that provides for purposeful and timely campus training for staff that are both chosen by and led by staff.

School Processes & Programs Strengths

- Educators serve in different leadership capacities on both a campus and district level.
- Technology is used consistently across the campus as a tool for learning and creating.
- Numerous systems are in place to support the campus implementation of Professional Learning Communities.
- Educators have the opportunity for self-selected campus professional development opportunities both as a participant and as a leader.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to continue the development of digital citizenship and digital safety. **Root Cause:** Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

Problem Statement 2 (Prioritized): There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. **Root Cause:** Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

Problem Statement 3 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** New state requirements and possible areas identified as needs by district leadership and safety/security personnel.

Perceptions

Perceptions Summary

Town Center prides itself on being a family made up of our learners, educators, and families. We work to support our district core values:

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

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

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

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

Learners are encouraged to follow their passions in learning. They are given the chance to learn and experience things that they otherwise may not be able to experience through both classroom activities and after-school opportunities. Some of these experiences include our staff-led robotics team, staff-led sports clubs, cooking club, drama, music, chess, and other club opportunities provided by the community and parents.

We strive to increase parental support and involvement on our campus. PTO meetings are held in the evenings in order for more families to attend who may work or not have transportation during the day. This also allows our staff representatives to attend. With a focus on effective communication, our teachers continue to send weekly newsletters/blogs and all educators have a Twitter account to share announcements and learning experiences. In addition to our campus Twitter account, we have a campus Facebook page, along with a weekly parent newsletter from the principal to spotlight the learning on campus and share upcoming events. We provide campus events that are open to our families and the community, including the Color Run, Spring Picnic, book fairs, academic nights, and musical performances.

Our campus utilizes data from the district, parent, and learner surveys to inform decision-making and overall support for our campus and Town Center community.

Perceptions Strengths

- Learners are consistently given choice both in class and in enrichment club opportunities.
- Educators feel the school is like a family and we have received several staff transfers from other campuses.
- There are a variety of events throughout the year that parents are invited to participate in, including day events and evening events.
- Mentor opportunities are available for learners based on staff and parent recommendations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for learners to increase their social-emotional skills including the following: perseverance, self-advocacy, and regulating emotions. **Root Cause:** There are factors both in and out of school that attribute to our learners' social-emotional needs.

Priority Problem Statements

Problem Statement 1: There is a need to enhance communication and engagement for families.

Root Cause 1: Barriers exist within the current system of communication and engagement opportunities.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families.

Root Cause 2: Barriers exist in which relationships have not been established and sustained with all learners and families.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to target specific reading, writing, and math skills to focus on early intervention.

Root Cause 3: Lack of alignment across the campus with reading, writing, and math skills focused on early intervention and identification of needs. We are seeing a larger number of needs and wider gaps to be supported by educators.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities.

Root Cause 4: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: There is a need to continue the development of digital citizenship and digital safety.

Root Cause 5: Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

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

Problem Statement 6: There is a need for learners to increase their social-emotional skills including the following: perseverance, self-advocacy, and regulating emotions.

Root Cause 6: There are factors both in and out of school that attribute to our learners' social-emotional needs.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff.

Root Cause 7: Inconsistencies with implementation and monitoring the impact of curriculum support/training for character traits/social-emotional needs of learners.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to continue revisiting and improving efforts with safety and security for the district.

Root Cause 8: New state requirements and possible areas identified as needs by district leadership and safety/security personnel.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a need to focus on Multi-Tiered Systems of Support (MTSS) including positive behavior interventions and supports.

Root Cause 9: Lack of aligned resources and fidelity in providing support.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Revised/Approved: September 25, 2023





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

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

Evaluation Data Sources: T-TESS Observations & Evaluations, Common Formative Assessment Data, Team Collaborative Planning Agendas; STAAR Data, TELPAS Data, Response to Intervention Data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Instructional leaders will provide professional learning and support for educators in implementing Tier 1 instructional strategies with a specific focus on small group instruction and formative assessments.</p> <p>Strategy's Expected Result/Impact: - Educators will utilize curriculum documents campus-wide -Educators will collaborate to focus on learner needs across the entire grade level -Increased learner growth in content areas</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Coach will attend collaborative planning time</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: Sub Pay for Design Days & Professional Learning - 211 - Title I, Part A - 211-11-6112-00-108-24-000-21140 - \$8,000, Title 1 Crate Cost - 211 - Title I, Part A - \$450</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: House Bill 3 implementation of reading goals and training with Reading Academies will occur.</p> <p>Strategy's Expected Result/Impact: Strengthen literacy skills for elementary educators and align practices within instruction; Learner growth in literacy development that is tracked through district and state assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.</p> <p>Strategy's Expected Result/Impact: Strengthen math skills for elementary educators and align practices within math interventions and enrichment opportunities; Learner growth in math development that is tracked through district and state assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Campus Interventionist Extra Duty Pay - 199 - State Comp Ed - 199-11-6118-00-108-24-000 - \$8,046</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: There is a need to target specific reading, writing, and math skills to focus on early intervention. Root Cause: Lack of alignment across the campus with reading, writing, and math skills focused on early intervention and identification of needs. We are seeing a larger number of needs and wider gaps to be supported by educators.</p> |
| <p>Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.</p> |

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





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

Evaluation Data Sources: Common Formative Assessment Data, Learner Goal Setting & Reflections, STAAR Data, Learning Walks, District Screener Data

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs).</p> <p>Strategy's Expected Result/Impact: - Awareness, training, and implementation of data analysis protocols - Growth and alignment in structures for Professional Learning Communities - Increased student achievement (academic, social-emotional and behavioral)</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Coach will attend collaborative planning time.</p> <p>Problem Statements: Student Learning 2, 5 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continued training and support for understanding, implementing, and evaluating MTSS (Multi-Tiered Systems of Support) will occur.</p> <p>Strategy's Expected Result/Impact: -Training on Student Success Platform in Panorama and aligned implementation at campuses -Increase educators' knowledge of data analysis and differentiation of instruction -Data housed in one easily accessible location -Increased monitoring of learners' growth in all content areas and social-emotional skills</p> <p>Staff Responsible for Monitoring: Campus Administrators & Instructional Coach</p> <p>Problem Statements: Student Learning 5</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 3: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, Emerging Bilingual Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social-emotional needs.</p> <p>Strategy's Expected Result/Impact: -Training developed and implemented - Response to Intervention process (MTSS - Multi-Tiered Systems of Support) clearly defined and supported with resources -IEPs and Service Plans designed to meet learners' needs -Data gathered from aligned resources (Dreambox, Imagine Learning, MAP, mCLASS, Panorama Student Success Platform, etc.) -Specific professional development/coaching opportunities for staff to increase the effective use of academic vocabulary strategies for Emerging Bilinguals.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Language Acquisition Specialist, Special Education Educators, GT Specialist, Counselor</p> <p>Problem Statements: Student Learning 1, 5</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Provide interventions to learners at risk who are not meeting grade-level standards or showing significant growth.</p> <p>Strategy's Expected Result/Impact: -Increase in academic achievement and growth for all learners</p> <p>Staff Responsible for Monitoring: Campus Administrators; Instructional Coach</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Reading Materials - 211 - Title I, Part A - 211-11-6329-00-108-24-000-21140 - \$3,000, Campus Interventionist - 211 - Title I, Part A - 211-11-6118-00-108-24-000-21140 - \$2,550</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Strengthen and focus on support systems for behavior (Positive Behavior Interventions and Support) and align/strengthen discipline practices, provide training, and align structures for data review/documentation of behavioral growth.</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| | | | | |
|---|--|--|--|--|
| <p>Strategy's Expected Result/Impact: -Increased use of interventions -Increased parent communication of specific interventions and their progress -Use of Panorama for documentation -Use of district resources when creating goals for learners and implementing plans -Overall progress in behavior RTI goals</p> <p>Staff Responsible for Monitoring: -Campus administrators, Instructional Coach, Counselor</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 5 - School Processes & Programs 2 - Perceptions 1</p> | | | | |
|---|--|--|--|--|

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2 Problem Statements:

| |
|---|
| Demographics |
| Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families. Root Cause: Barriers exist in which relationships have not been established and sustained with all learners and families. |
| Student Learning |
| Problem Statement 1: There is a need to target specific reading, writing, and math skills to focus on early intervention. Root Cause: Lack of alignment across the campus with reading, writing, and math skills focused on early intervention and identification of needs. We are seeing a larger number of needs and wider gaps to be supported by educators. |
| Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment. |
| Problem Statement 5: There is a need to focus on Multi-Tiered Systems of Support (MTSS) including positive behavior interventions and supports. Root Cause: Lack of aligned resources and fidelity in providing support. |
| School Processes & Programs |
| Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment. |
| Perceptions |
| Problem Statement 1: There is a need for learners to increase their social-emotional skills including the following: perseverance, self-advocacy, and regulating emotions. Root Cause: There are factors both in and out of school that attribute to our learners' social-emotional needs. |

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

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

Evaluation Data Sources: Guest Speaker Schedule, Enrichment Club List/Schedules, Learner Surveys

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Increase enrichment opportunities available during and after the school day, including the implementation of STEAM into the campus specials rotation, guest speakers, and enrichment clubs.</p> <p>Strategy's Expected Result/Impact: -Increased community involvement -Increased opportunities for higher-level activities for learners each week. -All learners will have the opportunity to develop and explore talents and interests. -Higher use of curriculum connections to real-world applications and future careers.</p> <p>Staff Responsible for Monitoring: Campus Administrators, STEAM Educator, GT Facilitator</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: Extra Duty Pay for Enrichment Clubs/Activities - 211 - Title I, Part A - 211-11-6118-00-108-24-000-21140 - \$3,512, Robotics League Registration - 211 - Title I, Part A - 211-11-6299-00-108-24-000-21140 - \$1,000, Robotics Materials - 211 - Title I, Part A - 211-11-6399-00-108-24-000-21140 - \$488</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide training and resources to educators enhancing curriculum connections to real-world application in learning.</p> <p>Strategy's Expected Result/Impact: - Provide training that highlights real-world applications in lesson design - Increase the use of business partners and resident experts to support curriculum connections - Increase learner awareness of career, college, and life readiness opportunities</p> <p>Staff Responsible for Monitoring: Campus Administrators, STEAM, GT Specialist, Instructional Coach</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. **Root Cause:** Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.





School Processes & Programs

Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. **Root Cause:** Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

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

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

Evaluation Data Sources: -Digital Portfolios, Open House

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Continue utilizing digital portfolios K-5 to provide opportunities for highlighting the processes and products of learning.</p> <p>Strategy's Expected Result/Impact: All learners will be able to highlight evidence of their learning in Bulb.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Educators, Digital Learning Coach</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1, 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.</p> <p>Strategy's Expected Result/Impact: -Performance tasks for math and science -Rubrics for academics -Goal setting/reflections</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1, 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: There is a need to enhance communication and engagement for families. Root Cause: Barriers exist within the current system of communication and engagement opportunities.</p> |
| Student Learning |
| <p>Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.</p> |

Student Learning

Problem Statement 3: There is a need to continue the development of digital citizenship and digital safety. **Root Cause:** Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

School Processes & Programs

Problem Statement 1: There is a need to continue the development of digital citizenship and digital safety. **Root Cause:** Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.





Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. **Root Cause:** Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

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

Performance Objective 1: Town Center will continue to utilize curriculum documents and implement specific programs to provide needed support/resources for counseling and social-emotional learning.

Evaluation Data Sources: - Revised curriculum documents

- Educator feedback
- Training resources
- Social emotional survey data
- Specific training for counselors and implementation of resources purchased
- Threat assessment data
- Panorama survey data
- CISD Visioning Work

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Implement current K-12 curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character education.</p> <p>Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design, including morning meeting resources</p> <ul style="list-style-type: none"> - Learner growth as indicated through survey/learner goals (academic and social-emotional) - Elementary resources available for support, including Second Step and parent book resources - Scope and Sequence and curriculum documents of support implemented <p>Staff Responsible for Monitoring: Campus Administrators; Counselor</p> <p>Problem Statements: Demographics 2 - Student Learning 4, 5 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue building on our health curriculum support for the implementation of health TEKS and specific requirements set by the state for selection and training.</p> <p>Strategy's Expected Result/Impact: - Utilization of health curriculum supports for mental health within lesson design</p> <ul style="list-style-type: none"> - Learner growth as indicated through survey/learner goals - Educator training on embedded supports <p>Staff Responsible for Monitoring: Campus Administrators; Counselor</p> <p>Problem Statements: Student Learning 4 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

Demographics

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

Student Learning

Problem Statement 4: There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum support/training for character traits/social-emotional needs of learners.

Problem Statement 5: There is a need to focus on Multi-Tiered Systems of Support (MTSS) including positive behavior interventions and supports. **Root Cause:** Lack of aligned resources and fidelity in providing support.





Perceptions

Problem Statement 1: There is a need for learners to increase their social-emotional skills including the following: perseverance, self-advocacy, and regulating emotions. **Root Cause:** There are factors both in and out of school that attribute to our learners' social-emotional needs.

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

Performance Objective 2: Town Center will continue to investigate, explore and create tools/strategies that support our families' ability to enhance and extend their child's learning.

Evaluation Data Sources: Attendance and feedback from campus events, educator websites, blogs & newsletters, PTO agendas

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide opportunities for family engagement including campus events that promote both family/school engagement and support of learning at home. This includes family engagement nights, parent books study, and access to social-emotional resources.</p> <p>Strategy's Expected Result/Impact: -Increased parent engagement and opportunity for learning to extend beyond the classroom to the home.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Educators</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Academic Nights - 211 - Title I, Part A - 211-11-6299-00-108-24-000-21140 - \$1,450</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Problem Statements:


| Demographics |
|---|
| <p>Problem Statement 1: There is a need to enhance communication and engagement for families. Root Cause: Barriers exist within the current system of communication and engagement opportunities.</p> |


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


Performance Objective 3: Town Center will continue to bring clarity, communicate systems and provide intentional training to ensure alignment with practices/supports across the district.


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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Review and analyze discipline, behavior, and threat assessment data to look at equitable practices and interventions/supports for learners.</p> <p>Strategy's Expected Result/Impact: -Threat Assessment process utilized</p> <ul style="list-style-type: none"> - Use of a collaborative approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix utilized - District surveys focused on data collection for learner engagement, climate and culture, learner social-emotional needs, and learner concerns with bullying and cyberbullying <p>Staff Responsible for Monitoring: Campus Administrators; Counselor</p> <p>Problem Statements: Student Learning 4, 5 - School Processes & Programs 3 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 4: There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff. Root Cause: Inconsistencies with implementation and monitoring the impact of curriculum support/training for character traits/social-emotional needs of learners.</p> <p>Problem Statement 5: There is a need to focus on Multi-Tiered Systems of Support (MTSS) including positive behavior interventions and supports. Root Cause: Lack of aligned resources and fidelity in providing support.</p> |
| School Processes & Programs |
| <p>Problem Statement 3: There is a need to continue revisiting and improving efforts with safety and security for the district. Root Cause: New state requirements and possible areas identified as needs by district leadership and safety/security personnel.</p> |

Perceptions





Problem Statement 1: There is a need for learners to increase their social-emotional skills including the following: perseverance, self-advocacy, and regulating emotions. **Root Cause:** There are factors both in and out of school that attribute to our learners' social-emotional 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: Town Center will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of training.

Evaluation Data Sources: Campus agendas, campus professional learning days, collaborative learning time, PLC reflection data, administrator/educator feedback, mentoring supports, and training

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Educators will attend professional development that is based on educator needs/interests. Campus educators, district staff, and outside resources will be utilized, as needed.</p> <p>Strategy's Expected Result/Impact: Educators are able to immediately apply new learning & strategies within their classroom.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: Educator Conference Fees - 211 - Title I, Part A - 211-11-6299-00-108-24-000-21140 - \$1,681.33</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. Root Cause: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.</p> |
| Perceptions |
| <p>Problem Statement 1: There is a need for learners to increase their social-emotional skills including the following: perseverance, self-advocacy, and regulating emotions. Root Cause: There are factors both in and out of school that attribute to our learners' social-emotional needs.</p> |

Campus Funding Summary

| 211 - Title I, Part A | | | | | |
|-----------------------|-----------|----------|---|---------------------------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Sub Pay for Design Days & Professional Learning | 211-11-6112-00-108-24-000-21140 | \$8,000.00 |
| 1 | 1 | 1 | Title 1 Crate Cost | | \$450.00 |
| 1 | 2 | 4 | Reading Materials | 211-11-6329-00-108-24-000-21140 | \$3,000.00 |
| 1 | 2 | 4 | Campus Interventionist | 211-11-6118-00-108-24-000-21140 | \$2,550.00 |
| 2 | 1 | 1 | Robotics Materials | 211-11-6399-00-108-24-000-21140 | \$488.00 |
| 2 | 1 | 1 | Robotics League Registration | 211-11-6299-00-108-24-000-21140 | \$1,000.00 |
| 2 | 1 | 1 | Extra Duty Pay for Enrichment Clubs/Activities | 211-11-6118-00-108-24-000-21140 | \$3,512.00 |
| 3 | 2 | 1 | Academic Nights | 211-11-6299-00-108-24-000-21140 | \$1,450.00 |
| 4 | 1 | 1 | Educator Conference Fees | 211-11-6299-00-108-24-000-21140 | \$1,681.33 |
| Sub-Total | | | | | \$22,131.33 |
| 199 - State Comp Ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Campus Interventionist Extra Duty Pay | 199-11-6118-00-108-24-000 | \$8,046.00 |
| Sub-Total | | | | | \$8,046.00 |