

Coppell Independent School District

District Improvement Plan

2024-2025



Mission Statement

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

Vision

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

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

Values

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

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

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

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

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Comprehensive Needs Assessment

Revised/Approved: August 26, 2024

Demographics

Demographics Summary

Coppell ISD 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. Cisd serves a majority Asian student population in grades 0. In the 2023-24 school year, total enrollment was 12373 which represents a decrease of -7% since 2019-20 (13314 learners).

In 2023-24, the student population was 61% Asian, 24% White, 13.8% Hispanic, 4.6% African American, 0.3% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 4% multi-racial. Females made up 52.2% of the learners and males represented 47.8%. Our economically disadvantaged percentage was 10.8%.

Our Emergent Bilingual (EB) population consisted of 2418 learners that made up 19.5% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (17%), Spanish (16.4%), Tamil (8%), Hindi (5.6%), and Arabic (2.9%). Additionally, 16.8% of our EBs were also economically disadvantaged.

Our 1970 gifted and talented learners constituted 15.9% of our population. Our gender split in the GT group was 42.4% female and 57.6% male. Of the four major ethnic groups, our GT learners were 67.6% Asian, 20.3% White, 7.5% Hispanic and 1.2% African American.

We had 1592 learners that qualified for special education services, which represented 12.8% of our population. There were 865 learners with 504 accommodations, which was 6.9% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 95.83%, which increased by 0.22% from the prior year.

STAFFING

Cisd employed 931 educators and 183 instructional aides in the 2023-24 school year. The number of teachers increased by 45 from the prior year while the number of aides increased by 37. The ethnic breakdown for the teaching staff was 6.3% Asian, 76.1% White, 11.6% Hispanic, 4% African American, 0.1% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.7% multi-racial. Females made up 77.9% of the educators and males represented 22.1%.

Overall, our educators had a varying level of professional experience: 11.6% (108) were new to teaching with 0-1 years of experience, 22.5% (210) had 2-5 years, 20.6% (192) had 6-10 years, 15.7% (147) had 11-15 years, 12.6% (118) had 16-20 years, and 16.7% (156) had more than 20 years. Looking at longevity within the district, 37% of our teachers had 0-1 years in district, 26.8% had 2-5 years, 17.1% had 6-10 years, 7% had 11-15 years, 6.1% had 16-20 years and 5.6% had more than 20 years. The average years of professional experience was 11.1 with 5.8 years in the district.

Advanced degrees were held by 31% of our teachers: 276 with master's degrees and 13 with doctorates. Our campus principal had 23.8 years of career experience in a professional position (not necessarily as a principal) and 15 years in Coppell. Our assistant principal(s) had an average of 15.3 years of professional experience and 5 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 83.78%. For educational aides it was 71.25%. We hired 186 new teachers in 2023-24. The characteristics of our new teachers were as follows: 6.4% Asian, 72% White, 13.9% Hispanic, 4.8% African American, 74.7% female, 25.3% male, 30.1% new to teaching, 22% with 2-5 years of professional experience, 16.6% with 6-10 years, 12.3% with 11-15 years, 9.1% with 16-20 years, 9.6% with more than 20 years and 19.9% new to the campus. The average years of professional

experience was 7.7 with 0.2 years in the district. 32.2% of our new teachers had advanced degrees.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to continue establishing and maintaining strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 2 (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 3 (Prioritized): There is a need to focus on the areas in the district identified with significant dis-proportionality. **Root Cause:** Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

Problem Statement 4 (Prioritized): There is a need to strengthen current practices that prepare all learners for secondary course/program selection. **Root Cause:** Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD

Problem Statement 5 (Prioritized): 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

Student Learning

Student Learning Summary

District Student Academic Achievement

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 23-24 BOY, MOY, EOY.

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 23 to Spring 24 by subject. Click [HERE](#) for an explanation if needed.

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
All Students													
Total Students	277	304	261	253	254	221	200	184	115	119	85	61	29
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	50%	22.08%	83.16%	46.50%	51.21%	23.40%	41.61%	28.48%	51.46%	46.94%	59.42%	58.18%	53.85%
1 Level Higher	50%	65%	15.26%	49.50%	47.83%	69.68%	58.39%	68.21%	47.57%	53.06%	40.58%	38.18%	46.15%
2 Levels Higher	0%	12.50%	1.58%	4%	0.97%	6.38%	0%	3.31%	0.97%	0%	0%	3.64%	0%
3 Levels Higher	0%	0.42%	0%	0%	0%	0.53%	0%	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%	0%	0%	0%	0.84%	0%	0%	0%
Beginning	9.03%	5.26%	5.36%	1.19%	3.94%	1.36%	1.50%	0.54%	0.87%	0%	3.53%	0%	0%
Intermediate	31.77%	20.72%	44.44%	24.51%	23.23%	8.60%	12%	10.33%	15.65%	7.56%	25.88%	24.59%	24.14%
Advanced	35.38%	31.58%	42.91%	48.62%	39.37%	32.13%	45%	33.15%	41.74%	47.06%	31.76%	39.34%	31.03%
Advanced High	23.83%	42.43%	7.28%	25.69%	33.46%	57.92%	41.50%	55.98%	41.74%	44.54%	38.82%	36.07%	44.83%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12

Economic Disadvantage

Total Students	30	32	29	34	45	34	44	38	28	41	20	16	5
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	100%	25.93%	95.45%	58.06%	61.36%	25%	70%	46.88%	62.96%	70%	73.68%	46.67%	40%
1 Level Higher	0%	66.67%	4.55%	41.94%	36.36%	65.62%	30%	53.12%	33.33%	30%	26.32%	53.33%	60%
2 Levels Higher	0%	7.41%	0%	0%	2.27%	6.25%	0%	0%	3.70%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%	3.12%	0%	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%	0%	0%	0%	2.44%	0%	0%	0%
Beginning	26.67%	6.25%	10.34%	5.88%	2.22%	2.94%	4.55%	0%	0%	0%	10%	0%	0%
Intermediate	33.33%	46.88%	79.31%	35.29%	35.56%	11.76%	25%	23.68%	7.14%	7.32%	35%	25%	40%
Advanced	20%	25%	10.34%	47.06%	46.67%	32.35%	52.27%	39.47%	64.29%	68.29%	35%	31.25%	0%
Advanced High	20%	21.88%	0%	11.76%	15.56%	52.94%	18.18%	36.84%	28.57%	21.95%	20%	43.75%	60%
	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12

American Indian/Alaskan Native

Total Students	1	4	1	-	1	-	-	-	-	-	-	-	-
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	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
Date Taken	03/01/24	03/01/24	03/01/24	-	03/01/24	-	-	-	-	-	-	-	-
Lower/Same Level	%	33.33%	%	-	100%	-	-	-	-	-	-	-	-
1 Level Higher	%	66.67%	%	-	0%	-	-	-	-	-	-	-	-
2 Levels Higher	%	0%	%	-	0%	-	-	-	-	-	-	-	-
3 Levels Higher	%	0%	%	-	0%	-	-	-	-	-	-	-	-
No Rating	0%	0%	0%	-	0%	-	-	-	-	-	-	-	-
Beginning	0%	0%	0%	-	0%	-	-	-	-	-	-	-	-
Intermediate	0%	25%	100%	-	0%	-	-	-	-	-	-	-	-
Advanced	100%	25%	0%	-	100%	-	-	-	-	-	-	-	-
Advanced High	0%	50%	0%	-	0%	-	-	-	-	-	-	-	-
	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
Asian													
Total Students	231	246	200	201	188	160	137	118	64	70	45	30	15
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	0%	22.40%	80.28%	44.16%	50.68%	22.14%	31.68%	22.34%	45.45%	33.96%	55.56%	53.57%	50%
1 Level Higher	100%	65.10%	17.61%	52.60%	49.32%	74.05%	68.32%	73.40%	54.55%	66.04%	44.44%	39.29%	50%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
2 Levels Higher	0%	12.50%	2.11%	3.25%	0%	3.82%	0%	4.26%	0%	0%	0%	7.14%	0%
3 Levels Higher	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Beginning	6.49%	5.69%	4.50%	0.50%	3.72%	1.25%	0.73%	0%	1.56%	0%	0%	0%	0%
Intermediate	32.03%	17.89%	42.50%	22.89%	22.34%	7.50%	8.76%	7.63%	14.06%	5.71%	13.33%	13.33%	6.67%
Advanced	37.66%	31.30%	43.50%	49.25%	39.36%	31.88%	45.26%	27.97%	34.38%	35.71%	37.78%	40%	46.67%
Advanced High	23.81%	45.12%	9.50%	27.36%	34.57%	59.38%	45.26%	64.41%	50%	58.57%	48.89%	46.67%	46.67%
	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
Black/African American													
Total Students	4	4	5	-	4	4	-	1	-	2	1	1	-
Date Taken	03/01/24	03/01/24	03/01/24	-	03/01/24	03/01/24	-	03/01/24	-	03/01/24	03/01/24	03/01/24	-
Lower/Same Level	%	25%	100%	-	33.33%	0%	-	100%	-	50%	100%	100%	-
1 Level Higher	%	50%	0%	-	66.67%	75%	-	0%	-	50%	0%	0%	-
2 Levels Higher	%	25%	0%	-	0%	25%	-	0%	-	0%	0%	0%	-
3 Levels Higher	%	0%	0%	-	0%	0%	-	0%	-	0%	0%	0%	-
No Rating	0%	0%	0%	-	0%	0%	-	0%	-	0%	0%	0%	-
Beginning	0%	0%	0%	-	0%	0%	-	0%	-	0%	0%	0%	-

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
Intermediate	50%	25%	20%	-	0%	0%	-	0%	-	0%	100%	0%	-
Advanced	25%	0%	80%	-	50%	50%	-	100%	-	50%	0%	100%	-
Advanced High	25%	75%	0%	-	50%	50%	-	0%	-	50%	0%	0%	-
	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
Hispanic													
Total Students	35	25	39	31	40	41	51	45	39	33	32	22	11
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	100%	15%	90.62%	55.17%	51.28%	30%	62.50%	37.50%	57.89%	64.52%	62.96%	60%	54.55%
1 Level Higher	0%	80%	9.38%	41.38%	43.59%	60%	37.50%	60%	39.47%	35.48%	37.04%	40%	45.45%
2 Levels Higher	0%	5%	0%	3.45%	5.13%	7.50%	0%	2.50%	2.63%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%	2.50%	0%	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%	0%	0%	0%	3.03%	0%	0%	0%
Beginning	25.71%	4%	7.69%	6.45%	2.50%	2.44%	3.92%	2.22%	0%	0%	9.38%	0%	0%
Intermediate	31.43%	24%	64.10%	32.26%	30%	12.20%	19.61%	20%	17.95%	9.09%	40.62%	31.82%	36.36%
Advanced	20%	56%	28.21%	41.94%	40%	31.71%	49.02%	33.33%	51.28%	63.64%	25%	36.36%	18.18%
Advanced High	22.86%	16%	0%	19.35%	27.50%	53.66%	27.45%	44.44%	30.77%	24.24%	25%	31.82%	45.45%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12

Native Hawaiian/Pacific Islander

Total Students	-	-	-	-	-	-	-	-	-	1	-	-	-
Date Taken	-	-	-	-	-	-	-	-	-	03/01/24	-	-	-
Lower/Same Level	-	-	-	-	-	-	-	-	-	0%	-	-	-
1 Level Higher	-	-	-	-	-	-	-	-	-	100%	-	-	-
2 Levels Higher	-	-	-	-	-	-	-	-	-	0%	-	-	-
3 Levels Higher	-	-	-	-	-	-	-	-	-	0%	-	-	-
No Rating	-	-	-	-	-	-	-	-	-	0%	-	-	-
Beginning	-	-	-	-	-	-	-	-	-	0%	-	-	-
Intermediate	-	-	-	-	-	-	-	-	-	100%	-	-	-
Advanced	-	-	-	-	-	-	-	-	-	0%	-	-	-
Advanced High	-	-	-	-	-	-	-	-	-	0%	-	-	-
	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12

Two or More Races

Total Students	1	7	3	6	1	1	-	3	-	-	1	1	-
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	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	-	03/01/24	-	-	03/01/24	03/01/24	-
Lower/Same Level	%	66.67%	100%	33.33%	0%	0%	-	66.67%	-	-	100%	0%	-
1 Level Higher	%	16.67%	0%	66.67%	100%	0%	-	33.33%	-	-	0%	100%	-
2 Levels Higher	%	16.67%	0%	0%	0%	100%	-	0%	-	-	0%	0%	-
3 Levels Higher	%	0%	0%	0%	0%	0%	-	0%	-	-	0%	0%	-
No Rating	0%	0%	0%	0%	0%	0%	-	0%	-	-	0%	0%	-
Beginning	0%	0%	0%	0%	0%	0%	-	0%	-	-	0%	0%	-
Intermediate	0%	28.57%	0%	33.33%	0%	0%	-	0%	-	-	100%	0%	-
Advanced	100%	42.86%	100%	33.33%	0%	0%	-	66.67%	-	-	0%	0%	-
Advanced High	0%	28.57%	0%	33.33%	100%	100%	-	33.33%	-	-	0%	100%	-
	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12

White

Total Students	5	18	13	15	20	15	12	17	12	13	6	7	3
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	6.67%	90.91%	57.14%	58.82%	25%	41.67%	30.77%	60%	63.64%	50%	80%	66.67%
1 Level Higher	%	66.67%	9.09%	28.57%	41.18%	58.33%	58.33%	69.23%	40%	36.36%	50%	20%	33.33%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
2 Levels Higher	%	20%	0%	14.29%	0%	16.67%	0%	0%	0%	0%	0%	0%	0%
3 Levels Higher	%	6.67%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Beginning	20%	5.56%	15.38%	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%
Intermediate	20%	50%	30.77%	26.67%	25%	13.33%	16.67%	5.88%	16.67%	7.69%	16.67%	57.14%	66.67%
Advanced	20%	5.56%	53.85%	60%	35%	33.33%	25%	58.82%	50%	69.23%	33.33%	42.86%	0%
Advanced High	40%	38.89%	0%	13.33%	30%	53.33%	58.33%	35.29%	33.33%	23.08%	50%	0%	33.33%
	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
Currently Emergent Bilingual													
Total Students	277	304	261	253	254	221	200	184	115	119	85	61	29
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	50%	22.08%	83.16%	46.50%	51.21%	23.40%	41.61%	28.48%	51.46%	46.94%	59.42%	58.18%	53.85%
1 Level Higher	50%	65%	15.26%	49.50%	47.83%	69.68%	58.39%	68.21%	47.57%	53.06%	40.58%	38.18%	46.15%
2 Levels Higher	0%	12.50%	1.58%	4%	0.97%	6.38%	0%	3.31%	0.97%	0%	0%	3.64%	0%
3 Levels Higher	0%	0.42%	0%	0%	0%	0.53%	0%	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%	0%	0%	0%	0.84%	0%	0%	0%
Beginning	9.03%	5.26%	5.36%	1.19%	3.94%	1.36%	1.50%	0.54%	0.87%	0%	3.53%	0%	0%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
Intermediate	31.77%	20.72%	44.44%	24.51%	23.23%	8.60%	12%	10.33%	15.65%	7.56%	25.88%	24.59%	24.14%
Advanced	35.38%	31.58%	42.91%	48.62%	39.37%	32.13%	45%	33.15%	41.74%	47.06%	31.76%	39.34%	31.03%
Advanced High	23.83%	42.43%	7.28%	25.69%	33.46%	57.92%	41.50%	55.98%	41.74%	44.54%	38.82%	36.07%	44.83%
	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12

Section 504

Total Students	-	6	1	2	4	7	12	11	3	10	4	2	2
Date Taken	-	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	-	25%	100%	50%	75%	42.86%	54.55%	60%	100%	55.56%	100%	100%	100%
1 Level Higher	-	75%	0%	50%	25%	42.86%	45.45%	40%	0%	44.44%	0%	0%	0%
2 Levels Higher	-	0%	0%	0%	0%	14.29%	0%	0%	0%	0%	0%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
No Rating	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Beginning	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	0%
Intermediate	-	16.67%	0%	50%	0%	0%	8.33%	9.09%	0%	0%	25%	50%	50%
Advanced	-	50%	100%	0%	75%	42.86%	58.33%	45.45%	100%	60%	25%	50%	50%
Advanced High	-	33.33%	0%	50%	25%	57.14%	33.33%	45.45%	0%	40%	0%	0%	0%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12

Special Ed Indicator													
Total Students	38	56	24	32	28	32	26	24	22	15	10	12	4
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	50%	28.26%	90.48%	59.38%	77.78%	40.62%	79.17%	66.67%	75%	66.67%	70%	100%	50%
1 Level Higher	50%	60.87%	9.52%	37.50%	22.22%	46.88%	20.83%	33.33%	20%	33.33%	30%	0%	50%
2 Levels Higher	0%	10.87%	0%	3.12%	0%	12.50%	0%	0%	5%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Beginning	26.32%	14.29%	25%	3.12%	7.14%	3.12%	3.85%	0%	4.55%	0%	0%	0%	0%
Intermediate	39.47%	35.71%	45.83%	50%	46.43%	28.12%	57.69%	29.17%	45.45%	33.33%	50%	66.67%	25%
Advanced	21.05%	32.14%	29.17%	34.38%	42.86%	46.88%	34.62%	58.33%	36.36%	60%	30%	33.33%	25%
Advanced High	13.16%	17.86%	0%	12.50%	3.57%	21.88%	3.85%	12.50%	13.64%	6.67%	20%	0%	50%

3rd-5th grade STAAR:

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
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All Students

Total Students	911	13	12	913	9	962	9	966	6	985	5	987	4	986
Excluded	0%	0%	0%	0%	0%	0.10%	0%	0.10%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	5.93%	23.08%	16.67%	5.15%	44.44%	3.95%	55.56%	4.55%	16.67%	2.34%	20%	2.13%	25%	5.17%
Did Not Meet High	5.16%	30.77%	33.33%	9.09%	11.11%	2.91%	33.33%	9.21%	16.67%	3.15%	40%	3.95%	50%	15.82%
Approaches Low	7.46%	7.69%	16.67%	7.78%	22.22%	7.17%	11.11%	6.73%	16.67%	4.57%	0%	5.88%	25%	10.14%
Approaches High	9.55%	23.08%	8.33%	13.47%	22.22%	8.94%	0%	9.21%	50%	7.01%	40%	10.33%	0%	19.27%
Meets	30.41%	0%	16.67%	28.92%	0%	23.39%	0%	27.12%	0%	21.52%	0%	28.47%	0%	22.52%
Masters	41.49%	15.38%	8.33%	35.60%	0%	53.53%	0%	43.06%	0%	61.42%	0%	49.24%	0%	27.08%
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5

Special Ed Indicator

Total Students	157	6	5	159	3	149	3	150	1	128	1	128	1	128
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet Low	22.29%	50%	20%	16.35%	66.67%	12.08%	66.67%	13.33%	100%	14.84%	0%	10.16%	0%	23.44%
Did Not Meet High	17.83%	33.33%	80%	22.01%	0%	8.72%	33.33%	24.67%	0%	13.28%	100%	16.41%	100%	33.59%
Approaches Low	11.46%	0%	0%	12.58%	33.33%	20.81%	0%	12.67%	0%	14.84%	0%	18.75%	0%	8.59%
Approaches High	11.46%	16.67%	0%	13.21%	0%	16.11%	0%	8.67%	0%	15.62%	0%	15.62%	0%	17.19%
Meets	25.48%	0%	0%	22.64%	0%	24.16%	0%	25.33%	0%	22.66%	0%	25.78%	0%	7.03%
Masters	11.46%	0%	0%	13.21%	0%	18.12%	0%	15.33%	0%	18.75%	0%	13.28%	0%	10.16%
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
Section 504														
Total Students	29	-	-	29	-	40	-	40	-	69	-	69	-	69
Excluded	0%	-	-	0%	-	2.50%	-	2.50%	-	0%	-	0%	-	0%
Did Not Meet Low	3.45%	-	-	3.45%	-	5%	-	2.50%	-	1.45%	-	2.90%	-	4.35%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet High	3.45%	-	-	17.24%	-	2.50%	-	20%	-	5.80%	-	5.80%	-	20.29%
Approaches Low	3.45%	-	-	13.79%	-	2.50%	-	5%	-	8.70%	-	7.25%	-	17.39%
Approaches High	13.79%	-	-	6.90%	-	22.50%	-	12.50%	-	8.70%	-	14.49%	-	17.39%
Meets	44.83%	-	-	34.48%	-	37.50%	-	40%	-	33.33%	-	37.68%	-	27.54%
Masters	31.03%	-	-	24.14%	-	27.50%	-	17.50%	-	42.03%	-	31.88%	-	13.04%
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
Currently Emergent Bilingual														
Total Students	244	13	12	245	9	248	9	250	6	220	5	222	4	221
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	8.61%	23.08%	16.67%	6.53%	44.44%	8.87%	55.56%	5.20%	16.67%	5.91%	20%	4.96%	25%	9.95%
Did Not Meet High	6.56%	30.77%	33.33%	13.06%	11.11%	6.45%	33.33%	15.20%	16.67%	5.45%	40%	5.86%	50%	23.98%
Approaches Low	12.30%	7.69%	16.67%	10.61%	22.22%	13.31%	11.11%	8.40%	16.67%	6.82%	0%	6.76%	25%	15.84%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
Approaches High	11.89%	23.08%	8.33%	16.73%	22.22%	9.27%	0%	11.60%	50%	13.18%	40%	15.32%	0%	22.62%
Meets	29.92%	0%	16.67%	27.76%	0%	26.21%	0%	28%	0%	29.09%	0%	34.23%	0%	15.84%
Masters	30.74%	15.38%	8.33%	25.31%	0%	35.89%	0%	31.60%	0%	39.55%	0%	32.88%	0%	11.76%
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
First Year of Monitoring														
Total Students	1	-	-	1	-	3	-	3	-	2	-	2	-	2
Excluded	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet Low	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet High	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Approaches Low	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Approaches High	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Meets	0%	-	-	0%	-	0%	-	0%	-	0%	-	50%	-	50%
Masters	100%	-	-	100%	-	100%	-	100%	-	100%	-	50%	-	50%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5

Second Year of Monitoring

Total Students	47	-	-	47	-	29	-	30	-	11	-	11	-	11
Excluded	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet Low	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet High	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Approaches Low	0%	-	-	2.13%	-	0%	-	0%	-	0%	-	0%	-	9.09%
Approaches High	4.26%	-	-	8.51%	-	6.90%	-	13.33%	-	0%	-	0%	-	18.18%
Meets	25.53%	-	-	31.91%	-	10.34%	-	16.67%	-	0%	-	9.09%	-	36.36%
Masters	70.21%	-	-	57.45%	-	82.76%	-	70%	-	100%	-	90.91%	-	36.36%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5

Third Year of Monitoring

Total Students	-	-	-	-	-	1	-	1	-	37	-	37	-	37
Excluded	-	-	-	-	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet Low	-	-	-	-	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet High	-	-	-	-	-	0%	-	0%	-	0%	-	0%	-	2.70%
Approaches Low	-	-	-	-	-	0%	-	0%	-	0%	-	0%	-	8.11%
Approaches High	-	-	-	-	-	0%	-	0%	-	2.70%	-	8.11%	-	13.51%
Meets	-	-	-	-	-	0%	-	0%	-	18.92%	-	27.03%	-	37.84%
Masters	-	-	-	-	-	100%	-	100%	-	78.38%	-	64.86%	-	37.84%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5

Black/African American

Total Students	36	-	-	36	-	36	-	36	-	36	-	36	-	36
Excluded	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet Low	22.22%	-	-	22.22%	-	8.33%	-	19.44%	-	8.33%	-	19.44%	-	22.22%
Did Not Meet High	8.33%	-	-	19.44%	-	5.56%	-	13.89%	-	5.56%	-	11.11%	-	36.11%
Approaches Low	25%	-	-	8.33%	-	19.44%	-	11.11%	-	22.22%	-	8.33%	-	13.89%
Approaches High	8.33%	-	-	16.67%	-	19.44%	-	19.44%	-	13.89%	-	30.56%	-	16.67%
Meets	19.44%	-	-	19.44%	-	30.56%	-	16.67%	-	25%	-	25%	-	5.56%
Masters	16.67%	-	-	13.89%	-	16.67%	-	19.44%	-	25%	-	5.56%	-	5.56%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
Hispanic														
Total Students	95	13	12	96	9	126	9	126	6	110	5	111	4	110
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	11.58%	23.08%	16.67%	13.54%	44.44%	5.56%	55.56%	8.73%	16.67%	7.27%	20%	6.31%	25%	14.55%
Did Not Meet High	9.47%	30.77%	33.33%	11.46%	11.11%	4.76%	33.33%	18.25%	16.67%	9.09%	40%	12.61%	50%	24.55%
Approaches Low	10.53%	7.69%	16.67%	17.71%	22.22%	12.70%	11.11%	11.11%	16.67%	2.73%	0%	9.91%	25%	13.64%
Approaches High	13.68%	23.08%	8.33%	13.54%	22.22%	12.70%	0%	9.52%	50%	10%	40%	14.41%	0%	14.55%
Meets	28.42%	0%	16.67%	27.08%	0%	23.81%	0%	26.19%	0%	28.18%	0%	33.33%	0%	20%
Masters	26.32%	15.38%	8.33%	16.67%	0%	40.48%	0%	26.19%	0%	42.73%	0%	23.42%	0%	12.73%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5

White

Total Students	224	-	-	225	-	212	-	212	-	221	-	221	-	221
Excluded	0%	-	-	0%	-	0.47%	-	0.47%	-	0%	-	0%	-	0%
Did Not Meet Low	5.80%	-	-	5.33%	-	3.77%	-	7.55%	-	2.26%	-	1.81%	-	4.98%
Did Not Meet High	7.59%	-	-	11.11%	-	2.83%	-	10.38%	-	3.62%	-	6.33%	-	19.46%
Approaches Low	7.59%	-	-	8.89%	-	7.08%	-	9.43%	-	8.60%	-	9.95%	-	13.12%
Approaches High	12.95%	-	-	17.33%	-	13.68%	-	11.32%	-	10.86%	-	13.12%	-	18.55%
Meets	36.16%	-	-	33.78%	-	28.30%	-	35.85%	-	23.53%	-	37.56%	-	22.17%
Masters	29.91%	-	-	23.56%	-	43.87%	-	25%	-	51.13%	-	31.22%	-	21.72%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5

Asian														
Total Students	517	-	-	517	-	547	-	551	-	584	-	585	-	585
Excluded	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet Low	4.06%	-	-	2.71%	-	3.47%	-	1.81%	-	1.03%	-	0.51%	-	2.56%
Did Not Meet High	2.90%	-	-	5.80%	-	2.56%	-	5.99%	-	1.88%	-	0.68%	-	10.94%
Approaches Low	5.42%	-	-	5.22%	-	5.48%	-	3.81%	-	2.40%	-	3.42%	-	8.55%
Approaches High	6.58%	-	-	11.80%	-	5.48%	-	7.08%	-	4.79%	-	6.50%	-	20.17%
Meets	29.40%	-	-	28.43%	-	19.93%	-	24.50%	-	18.49%	-	24.44%	-	24.62%
Masters	51.64%	-	-	46.03%	-	63.07%	-	56.81%	-	71.40%	-	64.44%	-	33.16%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5

Two or More Races

Total Students	35	-	-	35	-	38	-	38	-	30	-	30	-	30
Excluded	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet Low	2.86%	-	-	0%	-	2.63%	-	0%	-	3.33%	-	0%	-	0%
Did Not Meet High	8.57%	-	-	25.71%	-	0%	-	15.79%	-	0%	-	10%	-	30%
Approaches Low	11.43%	-	-	8.57%	-	2.63%	-	15.79%	-	0%	-	6.67%	-	3.33%
Approaches High	22.86%	-	-	11.43%	-	10.53%	-	18.42%	-	3.33%	-	20%	-	26.67%
Meets	22.86%	-	-	20%	-	39.47%	-	26.32%	-	36.67%	-	30%	-	13.33%
Masters	31.43%	-	-	34.29%	-	44.74%	-	23.68%	-	56.67%	-	33.33%	-	26.67%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5

American Indian/Alaskan Native

Total Students	4	-	-	4	-	3	-	3	-	3	-	3	-	3
Excluded	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet Low	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet High	0%	-	-	25%	-	0%	-	0%	-	0%	-	0%	-	0%
Approaches Low	0%	-	-	25%	-	0%	-	0%	-	0%	-	0%	-	0%
Approaches High	0%	-	-	0%	-	0%	-	0%	-	0%	-	33.33%	-	33.33%
Meets	50%	-	-	25%	-	0%	-	66.67%	-	33.33%	-	0%	-	33.33%
Masters	50%	-	-	25%	-	100%	-	33.33%	-	66.67%	-	66.67%	-	33.33%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5

Native Hawaiian/Pacific Islander

Total Students	-	-	-	-	-	-	-	-	-	1	-	1	-	1
Excluded	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Did Not Meet Low	-	-	-	-	-	-	-	-	-	0%	-	0%	-	100%
Did Not Meet High	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Approaches Low	-	-	-	-	-	-	-	-	-	100%	-	0%	-	0%
Approaches High	-	-	-	-	-	-	-	-	-	0%	-	100%	-	0%
Meets	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Masters	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5

Economic Disadvantage

Total Students	91	9	9	91	9	91	9	91	3	93	3	93	2	92
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	15.38%	33.33%	22.22%	16.48%	44.44%	9.89%	55.56%	17.58%	0%	8.60%	33.33%	10.75%	50%	23.91%
Did Not Meet High	14.29%	33.33%	33.33%	23.08%	11.11%	12.09%	33.33%	21.98%	33.33%	10.75%	33.33%	12.90%	0%	32.61%
Approaches Low	17.58%	11.11%	22.22%	15.38%	22.22%	15.38%	11.11%	9.89%	33.33%	11.83%	0%	15.05%	50%	13.04%
Approaches High	12.09%	11.11%	11.11%	19.78%	22.22%	18.68%	0%	15.38%	33.33%	18.28%	33.33%	21.51%	0%	17.39%
Meets	27.47%	0%	11.11%	18.68%	0%	18.68%	0%	21.98%	0%	26.88%	0%	25.81%	0%	7.61%
Masters	13.19%	11.11%	0%	6.59%	0%	25.27%	0%	13.19%	0%	23.66%	0%	13.98%	0%	5.43%

6th - 8th grade STAAR:

	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
All Students								
Total Students	1053	488	1145	1128	1089	1083	1088	1088
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	3.23%	4.10%	2.01%	1.15%	2.48%	1.75%	2.39%	1.47%
Did Not Meet High	2.47%	10.04%	2.88%	6.21%	1.65%	3.60%	6.89%	3.86%
Approaches Low	3.70%	10.86%	2.97%	4.79%	3.31%	4.80%	5.97%	5.79%
Approaches High	3.89%	18.85%	7.07%	7.71%	4.96%	7.11%	11.21%	8.92%
Meets	22.79%	39.14%	21.40%	24.65%	19.83%	24.01%	19.21%	29.96%
Masters	63.91%	17.01%	63.67%	55.50%	67.77%	58.73%	54.32%	50%
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Economic Disadvantage								
Total Students	113	94	104	106	107	110	107	107
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	14.16%	10.64%	9.62%	7.55%	7.48%	5.45%	9.35%	3.74%
Did Not Meet High	8.85%	24.47%	7.69%	22.64%	3.74%	10%	18.69%	13.08%
Approaches Low	10.62%	18.09%	7.69%	6.60%	6.54%	11.82%	14.95%	17.76%

	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Approaches High	5.31%	17.02%	18.27%	12.26%	13.08%	15.45%	14.02%	14.95%
Meets	36.28%	26.60%	29.81%	31.13%	36.45%	31.82%	19.63%	29.91%
Masters	24.78%	3.19%	26.92%	19.81%	32.71%	25.45%	23.36%	20.56%
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
American Indian/Alaskan Native								
Total Students	2	-	1	3	2	2	2	2
Date Taken	05/01/24	-	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	-	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	-	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	-	0%	33.33%	50%	100%	50%	50%
Approaches Low	0%	-	100%	0%	0%	0%	0%	0%
Approaches High	0%	-	0%	0%	0%	0%	0%	50%
Meets	0%	-	0%	0%	0%	0%	0%	0%
Masters	100%	-	0%	66.67%	50%	0%	50%	0%
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Asian								
Total Students	625	187	677	678	620	621	620	619
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Did Not Meet Low	1.60%	1.60%	0.59%	0.30%	1.29%	0.64%	1.29%	0.65%
Did Not Meet High	1.44%	6.42%	1.92%	2.36%	0.48%	1.29%	4.52%	1.78%
Approaches Low	2.72%	5.88%	1.62%	1.77%	1.45%	2.58%	2.42%	3.72%
Approaches High	3.04%	14.44%	3.99%	4.72%	3.23%	3.70%	10.16%	5.65%
Meets	16.80%	45.99%	15.80%	20.35%	13.55%	17.55%	17.74%	26.17%
Masters	74.40%	25.67%	76.07%	70.50%	80%	74.24%	63.87%	62.04%
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Black/African American								
Total Students	32	25	37	37	51	49	51	51
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	6.25%	4%	8.11%	5.41%	7.84%	4.08%	7.84%	1.96%
Did Not Meet High	9.38%	24%	0%	24.32%	5.88%	12.24%	19.61%	11.76%
Approaches Low	3.12%	4%	10.81%	8.11%	7.84%	4.08%	11.76%	15.69%
Approaches High	6.25%	24%	21.62%	13.51%	11.76%	14.29%	15.69%	17.65%
Meets	34.38%	44%	32.43%	32.43%	27.45%	44.90%	21.57%	37.25%
Masters	40.62%	0%	27.03%	16.22%	39.22%	20.41%	23.53%	15.69%

	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Hispanic								
Total Students	145	123	139	131	140	134	139	140
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	9.66%	9.76%	6.47%	3.82%	7.14%	7.46%	7.19%	5.71%
Did Not Meet High	4.83%	17.07%	7.91%	16.03%	4.29%	10.45%	14.39%	10%
Approaches Low	6.90%	17.07%	6.47%	9.92%	5.71%	11.19%	11.51%	8.57%
Approaches High	7.59%	21.14%	11.51%	13.74%	10%	16.42%	12.95%	15.71%
Meets	34.48%	26.83%	31.65%	34.35%	30.71%	29.10%	23.74%	29.29%
Masters	36.55%	8.13%	35.97%	22.14%	42.14%	25.37%	30.22%	30.71%
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Native Hawaiian/Pacific Islander								
Total Students	1	1	-	-	1	1	1	1
Date Taken	05/01/24	05/01/24	-	-	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	-	-	0%	0%	0%	0%
Did Not Meet Low	0%	0%	-	-	0%	0%	0%	0%
Did Not Meet High	0%	0%	-	-	0%	0%	100%	100%

	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Approaches Low	0%	0%	-	-	0%	100%	0%	0%
Approaches High	0%	0%	-	-	0%	0%	0%	0%
Meets	100%	100%	-	-	100%	0%	0%	0%
Masters	0%	0%	-	-	0%	0%	0%	0%
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Two or More Races								
Total Students	35	18	41	44	49	46	49	49
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	2.44%	2.27%	2.04%	0%	0%	0%
Did Not Meet High	0%	16.67%	2.44%	6.82%	0%	6.52%	6.12%	4.08%
Approaches Low	2.86%	33.33%	2.44%	9.09%	6.12%	10.87%	18.37%	12.24%
Approaches High	11.43%	11.11%	9.76%	15.91%	8.16%	6.52%	6.12%	6.12%
Meets	25.71%	16.67%	29.27%	25%	32.65%	28.26%	14.29%	32.65%
Masters	60%	22.22%	53.66%	40.91%	51.02%	47.83%	55.10%	44.90%
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
White								
Total Students	213	134	250	235	226	230	226	226

	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	3.76%	2.99%	2.40%	1.28%	1.77%	1.30%	1.77%	1.33%
Did Not Meet High	3.29%	5.22%	3.20%	8.51%	2.21%	2.61%	5.31%	3.10%
Approaches Low	4.69%	10.45%	3.20%	9.36%	5.31%	5.65%	8.41%	6.19%
Approaches High	2.35%	23.13%	10.40%	10.64%	4.42%	9.57%	13.27%	11.95%
Meets	30.05%	42.54%	28%	30.64%	25.66%	33.48%	21.24%	38.94%
Masters	55.87%	15.67%	52.80%	39.57%	60.62%	47.39%	50%	38.50%
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Currently Emergent Bilingual								
Total Students	204	142	183	200	115	131	114	115
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	10.78%	6.34%	8.20%	2.50%	13.04%	7.63%	14.04%	7.83%
Did Not Meet High	6.86%	14.79%	9.84%	12.50%	6.96%	9.16%	15.79%	14.78%
Approaches Low	8.82%	11.27%	7.10%	6%	11.30%	13.74%	15.79%	11.30%
Approaches High	6.86%	15.49%	13.66%	15%	11.30%	9.92%	17.54%	17.39%
Meets	32.35%	38.73%	30.05%	30%	29.57%	22.90%	17.54%	33.04%
Masters	34.31%	13.38%	31.15%	34%	27.83%	36.64%	19.30%	15.65%

	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
First Year of Monitoring								
Total Students	7	2	6	8	11	7	11	11
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%	14.29%	0%	0%
Approaches Low	0%	0%	0%	0%	0%	0%	9.09%	9.09%
Approaches High	0%	50%	0%	12.50%	0%	14.29%	18.18%	9.09%
Meets	0%	50%	0%	12.50%	27.27%	14.29%	9.09%	27.27%
Masters	100%	0%	100%	75%	72.73%	57.14%	63.64%	54.55%
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Fourth Year of Monitoring								
Total Students	30	7	53	30	66	49	66	66
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%	1.52%
Did Not Meet High	0%	14.29%	0%	0%	0%	0%	3.03%	0%

	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Approaches Low	0%	0%	0%	0%	0%	2.04%	0%	1.52%
Approaches High	0%	28.57%	0%	0%	1.52%	2.04%	7.58%	1.52%
Meets	6.67%	28.57%	9.43%	16.67%	4.55%	18.37%	25.76%	21.21%
Masters	93.33%	28.57%	90.57%	83.33%	93.94%	77.55%	63.64%	74.24%
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Second Year of Monitoring								
Total Students	16	2	31	22	15	23	15	15
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	6.67%	4.35%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%	0%	20%	6.67%
Approaches Low	0%	50%	0%	0%	0%	4.35%	0%	0%
Approaches High	0%	0%	0%	0%	0%	0%	6.67%	26.67%
Meets	6.25%	0%	9.68%	27.27%	26.67%	21.74%	20%	13.33%
Masters	93.75%	50%	90.32%	72.73%	66.67%	69.57%	53.33%	53.33%
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Third Year of Monitoring								
Total Students	29	5	49	36	43	45	43	43

	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	2.78%	0%	0%	2.33%	0%
Did Not Meet High	0%	0%	0%	5.56%	2.33%	2.22%	0%	0%
Approaches Low	0%	0%	0%	0%	0%	0%	0%	0%
Approaches High	0%	60%	0%	2.78%	0%	6.67%	13.95%	6.98%
Meets	6.90%	20%	16.33%	13.89%	13.95%	24.44%	11.63%	25.58%
Masters	93.10%	20%	83.67%	75%	83.72%	66.67%	72.09%	67.44%
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Section 504								
Total Students	69	56	101	91	85	87	85	85
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	4.35%	1.79%	1.98%	2.20%	4.71%	3.45%	2.35%	2.35%
Did Not Meet High	0%	3.57%	3.96%	9.89%	2.35%	6.90%	17.65%	5.88%
Approaches Low	5.80%	12.50%	3.96%	13.19%	10.59%	11.49%	10.59%	12.94%
Approaches High	5.80%	26.79%	11.88%	13.19%	8.24%	11.49%	20%	22.35%
Meets	55.07%	50%	40.59%	38.46%	29.41%	32.18%	22.35%	35.29%
Masters	28.99%	5.36%	37.62%	23.08%	44.71%	34.48%	27.06%	21.18%

	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8
Special Ed Indicator								
Total Students	110	89	95	105	82	84	82	82
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	19.09%	14.61%	12.63%	7.62%	20.73%	13.10%	18.29%	7.32%
Did Not Meet High	15.45%	24.72%	17.89%	23.81%	9.76%	17.86%	25.61%	23.17%
Approaches Low	12.73%	13.48%	13.68%	8.57%	15.85%	14.29%	12.20%	20.73%
Approaches High	8.18%	20.22%	16.84%	12.38%	13.41%	8.33%	7.32%	12.20%
Meets	21.82%	21.35%	27.37%	22.86%	26.83%	25%	13.41%	29.27%
Masters	22.73%	5.62%	11.58%	24.76%	13.41%	21.43%	23.17%	7.32%

Spring 2024 End of Course:

Spring 2024 End of Course Performance Levels by Percent				
	Did Not Meet	Approaches	Meets	Masters
Algebra 1	5	95	82	69
Biology	1	89	99	54
English 1	6	94	89	53
English 2	6	94	88	30
U.S. History	1	99	89	61

As we go into 2024-2025, 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 - Tutoring/Documentation of Learner Growth

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

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

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

Student Learning Strengths

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

- Intentional focus for systems for Professional Learning Communities (PLCs) and Multi-Tiered Systems of Support (MTSS)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to 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 continue targeting specific reading, writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 3 (Prioritized): There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause:** Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Problem Statement 4 (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 within implementation of curriculum, professional learning and resource usage across the district

Problem Statement 5 (Prioritized): There is a need to utilize both qualitative and quantitative data to advance all 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 6 (Prioritized): There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 7 (Prioritized): There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. **Root Cause:** Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

District Processes & Programs Summary

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

Overview CISD:

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

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

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

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

Strategic Design Committees Implementation 2024-2025

During the 2024-2025 school year, the district will be taking next steps with parts of the strategic design work from 2023-2024. The specific focus areas identified through the strategic design work were the following:

Student Learning and Progress:

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

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

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

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

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

Student Readiness:

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

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

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

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

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

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

Professional Learning and Quality Staff:

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

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

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

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

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

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

Community Engagement and Partnerships:

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

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

4.1.1 Specific Result - Ensure all 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.

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

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

Engaged, Well-Rounded Students:

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

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

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

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

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

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

Fiscal and Operational Systems:

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

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

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

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

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

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

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

Safety and Well-Being:

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

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

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

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

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

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

9.1 Strategy - Ensure mental health resources are adequate.

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

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

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

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

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

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

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

CISD Facilities

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

CISD Staff Visioning Committee and CISD Community Visioning Committee

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

CISD Bond Committee

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

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

TOTAL PROPOSED BOND: \$321,511,000

Proposition A - \$269,584,000

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

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

Proposition B - \$39,472,000

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

Proposition C - \$2,931,000

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

Proposition D - \$9,524,000

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

Safety Updates:

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

District Safety Practices communicated to all stakeholders:

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

Other safety measures include:

- Bullet-resistant film on exterior windows.

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

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

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

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

We all need to be vigilant and report anything that seems out of place, unusual, out of character or suspicious. CISD uses STOPit, an app and web-based system, to allow students, parents, teachers and the community to anonymously report cyber-bullying, threats of violence, misconduct or self-harm. You can find more information at www.coppellisd.com/tipline.

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

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

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

District Processes & Programs Strengths

- Strong Academic Programs and Supports

- STEAM implementation across all elementary campuses
- 1:1 Devices for all learners and staff supporting digital learning
- Award Winning Fine Arts and Athletics
- Special Education and Dyslexia Programs
- International Baccalaureate Primary Years Programme and Diploma Programme
- New Tech Network School
- Apple Distinguished School Recognition
- Leader in Me Lighthouse School Recognition
- Challenge-based, Project-based and Problem-based learning opportunities
- Great Expectation Model Schools
- Flexible learning environments
- School Garden Programs
- Dual Language Program
- Athletics State and National Championships
- Digital Learning Opportunities and Device Supports for Learners and Staff
- Coordinator of Safety and Security, SROs and SRDs for campus and district support
- Numerous safety measures that have been put in place as a district
- Staff, Families and Community who are involved and care about the education system and future of CISD
- Numerous committees providing insight, feedback and support for CISD: DEIC, Bond Oversight Committee, Family Engagement Committee, CTE Advisory Board, CBAS Advisory Board, Superintendent Teacher Advisory Committee, Superintendent (Student) Leader Advisory Committee, Strategic Design Committees, etc.
- CISD staff departments and campus presenters of professional learning in district, state and national conferences
- Training for Professional Learning Communities and Multi-Tiered Systems of Support
- Strong communication processes and keeping community informed about CISD
- Previous CISD Bond Projects completed on time and under budget
- CISD - Highest financial rating possible through TEA - 10th consecutive year - "A" , "94" , "Superior"

Problem Statements Identifying District Processes & Programs Needs

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

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

Problem Statement 4 (Prioritized): There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. **Root Cause:** Lack of funding from the state and sustainability for future needs

Problem Statement 5 (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 6 (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 7 (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

Perceptions

Perceptions Summary

Next Steps Strategic Design

We will be taking all of the strategic design work from 2023-2024 to begin our next steps with 2024-2025 implementation in several of the areas identified. It will be essential that our work promotes action with specific steps and individuals pinpointed to help lead the charge of the various areas to continue moving our district forward. This includes reviewing sustainability in the system/processes when individuals may leave the district. We must be intentional with reviewing data as a part of this process and ensuring we are also giving the time needed for implementation of any new ideas/strategies. We will have continued outreach to families and our community to ensure they have the opportunities to be a part of giving feedback, participating in opportunities with volunteering, partnering with educators and really bridging the relationships that we know must exist in order to have successful learning for all.

Learner and Staff Mental Health and Wellness

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

Recruiting, Hiring, Mentoring and Retention Systems

Public education has been hit hard due to the pandemic as well as many individuals in the world are not choosing to work in the field of public education. As a district, we must continue to focus on recruitment efforts, being creative in our hiring practices and establish systems for mentoring and retaining staff in CISD. All departments and campuses seem to have been impacted in some way when it comes to hiring employees and retaining employees, so we as a district will need to continue our efforts in this area in order to make sure we can not only sustain for our needs, but build pathways in which we can "grow our own" as well as mentoring/support/incentives for those who have chosen to work in the district.

Community Based Accountability in CISD

We will continue to take next steps with our CISD Community-Based Accountability System in which we are using various types of data across the district to highlight strengths and areas of growth besides the traditional state accountability system currently in place. Our third published dashboard will be the fall of 2024 and we are pleased with being able to move this work forward as a district and show how we continue to want to be more than just a test for our accountability ratings as an educational organization. These data pieces include data from state assessments, district assessments, staff/learner/family survey information and other data pulled from participation rates and systems within the district. Our hope is to be able to continue to highlight pieces of this data and work throughout the year to showcase a holistic focus on growth as a district.

Perceptions Strengths

- Value Collective Engagement
- Value Great Teaching
- Value Authentic Relationships
- Value Each Individuals' Contribution
- High Focus on Academics and Expectations for Learning

- High Focus on Career, College and Military Readiness for all learner success
- High Focus on Safety within Learning Environments
- High Focus on Feedback from staff, learners, families and the community
- Community Based Accountability System Implementation
- Long-Range Planning with Visioning for the future
- Bond Oversight Committee
- Strategic Design - Action Planning

Problem Statements Identifying Perceptions Needs

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

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

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

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

Problem Statement 5 (Prioritized): There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district. **Root Cause:** Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Learning

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

Root Cause 2: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners.

Root Cause 3: Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Problem Statement 3 Areas: Student Learning

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 within implementation of curriculum, professional learning and resource usage across the district

Problem Statement 4 Areas: Student Learning

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

Root Cause 5: Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 5 Areas: Student Learning

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

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

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .

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

Problem Statement 7 Areas: Student Learning

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

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

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

Root Cause 9: Continued need to build on systemic structures for counseling needs

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Root Cause 10: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 10 Areas: Perceptions

Problem Statement 11: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.

Root Cause 11: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 11 Areas: Perceptions

Problem Statement 12: 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 12: Continued need to build/expand resources/programs

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding.

Root Cause 13: Lack of funding from the state and sustainability for future needs

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: There is a need to focus on the areas in the district identified with significant dis-proportionality.

Root Cause 14: 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 14 Areas: Demographics

Problem Statement 15: 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 15: Lack of individuals choosing to work in public education

Problem Statement 15 Areas: Perceptions

Problem Statement 16: There is a need to continue revisiting and improving efforts with safety and security for the district.

Root Cause 16: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: There is a need to strengthen current practices that prepare all learners for secondary course/program selection.

Root Cause 17: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD

Problem Statement 17 Areas: Demographics

Problem Statement 18: 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 18: Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 18 Areas: District Processes & Programs

Problem Statement 19: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.

Root Cause 19: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

Problem Statement 19 Areas: Perceptions

Problem Statement 20: There is a need to continue establishing and maintaining strong, positive relationships for all learners.

Root Cause 20: Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 20 Areas: Demographics

Problem Statement 21: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.

Root Cause 21: Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 21 Areas: Demographics

Problem Statement 22: 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 22: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications

Problem Statement 22 Areas: Demographics

Problem Statement 23: There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.

Root Cause 23: Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

Problem Statement 23 Areas: Perceptions

Problem Statement 24: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

Root Cause 24: Loss of instruction time for learners and loss of funding from the state

Problem Statement 24 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: July 22, 2024

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

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

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.</p> <p>Strategy's Expected Result/Impact: - High quality Tier I instruction for learners</p> <ul style="list-style-type: none"> - 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) <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Campus Support Personnel</p> <p>Problem Statements: Demographics 3, 5 - Student Learning 1, 2, 4, 5, 7 - District Processes & Programs 7</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur. - UPDATE SCHOOL BOARD SPECIFIC GOAL/STRATEGY</p> <p>Strategy's Expected Result/Impact: -Strengthen literacy skills for elementary educators and align practices within instruction -Learner growth in literacy development and targeted growth tracked through state assessment and district assessments -Alignment in curriculum documents to instruction happening in Reading Academies -Using mClass as a tool to help support learner growth and assessment</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators</p> <p>Funding Sources: Reading Academy R10 Training Services - 199 - State Comp Ed - 199-11-6239-00-901-24-175 - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will continue to occur. - UPDATE SCHOOL BOARD SPECIFIC GOAL/STRATEGY</p> <p>Strategy's Expected Result/Impact: -Strengthen math skills for elementary educators and align practices within math interventions and enrichment opportunities in learning -Learner growth in math development and targeted growth tracked through state assessment and district assessments - Using Panorama Student Success Platform with progress monitoring to track growth</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: House Bill 3 implementation of career, college and military readiness goals supporting alignment and growth in certifications will continue to occur. - - UPDATE SCHOOL BOARD SPECIFIC GOAL/STRATEGY</p> <p>Strategy's Expected Result/Impact: -Strengthen understanding of CCMR goals in education across the district -Learner growth in certifications taken and achieved at the secondary level -Aligned certifications offered with program of studies in CTE - Monitoring through Major Clarity database (7th-12th grade)</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Continue building on mentor training and structures of support for new educators, administrators and staff to CISD.</p> <p>Strategy's Expected Result/Impact: -Growth in new educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies to support their role -Sustainability and support for campuses by providing aligned training for new educators, administrators and staff</p> <p>Staff Responsible for Monitoring: Executive Leadership Team, CISD Cabinet, Curriculum Department and Administrative Services Department</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 7 - District Processes & Programs 1 - Perceptions 3</p> <p>Funding Sources: BEAM Mentoring Program - 255- Title II, Part A - 255-1X-611X-00-999-99-000-25550 - \$95,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth.</p> <p>Strategy's Expected Result/Impact: - Growth in educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies that support learning - Alignment with TIA (Teacher Incentive Allotment) and administrators, support positions and educators all seeing the focus on what we are looking for within instruction and learner growth -Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff - Growth in aligned instructional practices being implemented across the district</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Assistant Superintendent of Administrative Services, Human Resources</p> <p>Problem Statements: Student Learning 1, 4, 5, 7</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement new structure and rebrand of CISD learning coach support across the district.</p> <p>Strategy's Expected Result/Impact: - Supporting High quality Tier I instruction for learners (vertical and horizontal alignment with practices) - Elementary and Secondary Content Directors - streamline processes and support - Aligned coaching strategies being implemented across the district that impact staff and learner growth - Aligning professional learning efforts 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)</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Assistant Superintendent of Administrative Services, Human Resources, Coordinator of Coaching and Innovation</p> <p>Problem Statements: Student Learning 1, 2, 4, 5, 7 - District Processes & Programs 4, 6</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a need to continue establishing and maintaining strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 2: 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 3: There is a need to focus on the areas in the district identified with significant dis-proportionality. **Root Cause:** Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

Problem Statement 5: 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

Student Learning

Problem Statement 1: 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: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

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:** Inconsistencies within implementation of curriculum, professional learning and resource usage across the district

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all 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 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. **Root Cause:** Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

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

Problem Statement 4: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. **Root Cause:** Lack of funding from the state and sustainability for future needs

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

Problem Statement 7: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) **Root Cause:** Loss of instruction time for learners and loss of funding from the state

Perceptions

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

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

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

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

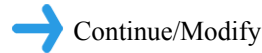
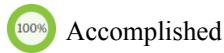
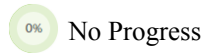
Strategy 1 Details	Reviews			
<p>Strategy 1: Continued utilization and training for data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.</p> <p>Strategy's Expected Result/Impact: - Training and Implementation of AWARE assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis)</p> <ul style="list-style-type: none"> - Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district - Increased student achievement (academic, social emotional and behavioral) -Using NWEA MAP data, STAAR/EOC data, TELPAS, mClass and other district/classroom assessments to review growth of learners - Creation of pre-post assessments, rubric creation <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Campus Support Personnel</p> <p>Problem Statements: Demographics 3, 5 - Student Learning 1, 2, 4, 5, 7 - District Processes & Programs 7</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur.</p> <p>Strategy's Expected Result/Impact: - Training on Student Success Platform in Panorama and aligned implementation at campuses (supporting day to day supports for all learners)</p> <ul style="list-style-type: none"> - Alignment across the district of data tools being used throughout the year to find strengths and needs of learners -Increased knowledge of educators with data analysis and differentiation of instruction -Ease on educators for viewing various pieces of data in one location - Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social emotional, behavioral) - Training for early childhood educators and administrators regarding culturally responsive interventions - Training for evaluation staff regarding culturally responsive evaluation practices - Increase family and parent engagement with MTSS processes and Special Education processes - Strengthen family engagement of MTSS process <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Campus Support Personnel</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 4, 5, 7 - District Processes & Programs 4, 6, 7 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Specific areas of learning needs will be addressed through the use of State Compensatory Education Funds (and Title I funds where applicable) to target academic, social emotional and behavioral supports as a district, specific focus on at-risk learners.</p> <p>Strategy's Expected Result/Impact: - Increased student achievement and growth (academic, social emotional and behavioral)</p> <ul style="list-style-type: none"> - Increased knowledge of educators with data analysis and differentiation of instruction - Intentional tutoring and supports in place for learners for intervention - Intentional staffing for Victory Place - Intentional training for Reading Academies - Purchase of Edgenuity for district <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of Assessment and Accountability, Director of Federal and State Programs, Curriculum Department, Campus Administrators, Counselors, Campus Administrators, Campus Support Personnel, Business Department</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 4, 5, 7 - District Processes & Programs 2, 3, 6, 7</p> <p>Funding Sources: Title I Crate Platform Licensing for Title I schools and district (Funds transferred from Title IV to Title I) - 289- Title IV, Part A - 289-11-6399-00-999-99-000-28951 - \$7,785</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.</p> <p>Strategy's Expected Result/Impact: - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives - Resources for educators (including embedded items within curriculum documents for English Learners) - Continued focus on oral proficiency levels and spiraling this learning in training throughout the year - Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners - Increased student achievement and progress levels -Use of Success Ed for system of housing learner needs</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Director of ESL and Bilingual, Curriculum Department, Language Acquisition Specialists and Campus Administrators</p> <p>Problem Statements: Demographics 1, 2, 4, 5 - Student Learning 1, 2, 4, 5, 7 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.</p> <p>Strategy's Expected Result/Impact: - Increased student achievement academic, social emotionally and behaviorally - 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</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Campus Administrators, Support Staff, Director of Student and Staff Services, Campus Counselors</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 4, 5, 6, 7 - District Processes & Programs 2, 3, 4, 6, 7 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

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

Strategy 8 Details	Reviews			
<p>Strategy 8: 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</p> <p>Strategy's Expected Result/Impact: - Growth across the district in academic performance for economically disadvantaged learners</p> <ul style="list-style-type: none"> - 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 <p>Staff Responsible for Monitoring: CISD Cabinet, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Campus Administrators, Support Staff, Director of Student and Staff Services, Intervention Services Department</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 5, 7 - District Processes & Programs 1, 2, 4, 6, 7 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June



Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to continue establishing and maintaining strong, positive relationships for all learners. Root Cause: Barriers exist in which relationships have not been established and sustained with all learners</p> <p>Problem Statement 2: 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</p>

Demographics

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

Problem Statement 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. **Root Cause:** Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD

Problem Statement 5: 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

Student Learning

Problem Statement 1: 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: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

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:** Inconsistencies within implementation of curriculum, professional learning and resource usage across the district

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all 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 6: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. **Root Cause:** Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

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

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

Problem Statement 4: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. **Root Cause:** Lack of funding from the state and sustainability for future needs

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

District Processes & Programs

Problem Statement 7: 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

Perceptions

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

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

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

Problem Statement 5: There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district. **Root Cause:** Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.


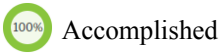
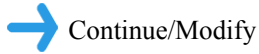

Goal 2: Authentic Contributions: We as CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 1: All Pre-K through 12th grade learners will participate in at least two courses/activities focused on career, college and life readiness.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and resources to educators, learners and families enhancing curriculum connections to real world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness elementary through secondary.</p> <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> - Provide training that highlights real world application in lesson design - Provide training on course selection and opportunities - Increase use of business partners and resident experts to support curriculum connections (tracking data on career clusters and industry professional participation) - Increase learner awareness of career, college and life readiness opportunities - Increase alignment in curriculum and resources provided for MS and elementary in terms of CTE connections and real world learning (media classes, CTE spirit week, college and career readiness lab, iExplore curriculum, field trips and speakers focusing on a variety of careers) - Texas College Prep via Texas College Bridge for High School - Focus on transition for special education learners concerning Work Force Readiness and Advanced Diploma Plan. - Counselor support for learners in selecting courses at the secondary level - Training on 4 year plans for staff, learners and families - Partnership with Dallas College - Dual Credit - participation - Partnership with Tarleton participation - Family training and information on 4 year plans starting in middle school and explaining opportunities for future careers, certifications, scholarships and life skills <p>Staff Responsible for Monitoring: Executive Leadership Team, CISD Cabinet, Curriculum Department, Campus Administrators, Campus Counselors</p> <p>Problem Statements: Demographics 4, 5 - Student Learning 3 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) implementation and alignment between elementary, middle and high schools.</p> <p>Strategy's Expected Result/Impact: -Growth in learner engagement levels -Building stronger problem solving and design thinking skills -Building understanding of CTE and career connections -Increasing ways for learners to show success in learning -Usage of coding and digital tools -Usage of goal setting tools, presentations, created products to show understanding and growth</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and instruction, Curriculum Department, Technology Department, Campus Administrators, Campus Support Personnel</p> <p>Problem Statements: Demographics 4, 5 - Student Learning 3, 4 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD</p>
<p>Problem Statement 5: 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</p>
Student Learning
<p>Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. Root Cause: Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered</p>
<p>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: Inconsistencies within implementation of curriculum, professional learning and resource usage across the district</p>
Perceptions
<p>Problem Statement 4: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district. Root Cause: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities</p>

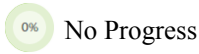
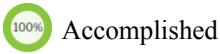
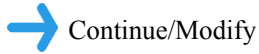

Goal 2: Authentic Contributions: We as CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish clear expectations for Bulb Digital Portfolio usage in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA).</p> <p>Strategy's Expected Result/Impact: - Learner digital portfolios and specific expectations for capturing evidence K-12</p> <ul style="list-style-type: none"> - CISD staff digital portfolios and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth - Digital Portfolio continued training and implementation - Aligned expectations for campuses throughout the year tied to Community Based Accountability <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Intervention Services, Campus Administrators, Campus Support Personnel</p> <p>Problem Statements: Demographics 5 - Student Learning 1, 2, 3, 4, 5, 7 - District Processes & Programs 2 - Perceptions 3, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or innovative and creative practices.</p> <p>Strategy's Expected Result/Impact: - Performance Tasks in learning</p> <ul style="list-style-type: none"> - Rubrics for academic and social-emotional growth - Goal setting forms/reflections - Digital presentations (video, media, etc.) - More intentional and detailed feedback for learners <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Campus Support Personnel</p> <p>Problem Statements: Student Learning 4, 5 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Begin rollout and implementation with the following areas of CISD Strategic Design: 5.1 Strategy - Create and revamp spaces that boost experiences within and beyond the classroom.</p> <p>Strategy's Expected Result/Impact: 5.1.1 Specific Result - Within: Teacher and Student Training: Implement a comprehensive professional development plan to ensure educators and students are well-prepared to create a sense of belonging emphasizing empathy and perspective taking. 5.1.2 Specific Result - Beyond: Pilot flexible common areas as well as extracurricular activities to ensure that all students have opportunities to engage with peers in order to create a sense of belonging.</p> <p>Staff Responsible for Monitoring: CISD Cabinet, Curriculum Team, Director of Professional Learning, Campus Administrators, Campus Counselors</p> <p>Problem Statements: Demographics 1, 4, 5 - Student Learning 3, 6, 7 - District Processes & Programs 1, 2, 7 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to continue establishing and maintaining strong, positive relationships for all learners. Root Cause: Barriers exist in which relationships have not been established and sustained with all learners</p>
<p>Problem Statement 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD</p>
<p>Problem Statement 5: 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</p>
Student Learning
<p>Problem Statement 1: 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</p>
<p>Problem Statement 2: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention. Root Cause: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs</p>
<p>Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. Root Cause: Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered</p>
<p>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: Inconsistencies within implementation of curriculum, professional learning and resource usage across the district</p>

Student Learning

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all 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 6: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. **Root Cause:** Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

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

Problem Statement 2: There is a need to 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 7: 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

Perceptions

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

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

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

Problem Statement 5: There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district. **Root Cause:** Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.





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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Investigate, explore and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning.</p> <p>Strategy's Expected Result/Impact: - CISD District Committee for Artificial Intelligence planning and implementation</p> <ul style="list-style-type: none"> - Training focused on AI for CISD Staff - Partnership with support personnel across the district - librarians, digital learning coaches, instructional coaches, language acquisitions specialists, curriculum team, etc. to review ways to train and explore AI tools/resources - Review district policies and regulations including academic integrity, technology usage and digital citizenship - Training on assessing differently within instruction (content, process, product, and learning environment) <p>Staff Responsible for Monitoring: CISD Cabinet, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Director of Professional Learning, Technology Department, Campus Administrators, and Campus Support Personnel</p> <p>Problem Statements: Demographics 4 - Student Learning 3, 4, 5 - District Processes & Programs 1, 4, 5 - Perceptions 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Provide trainings and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology with intentional hands-on learning experiences.</p> <p>Strategy's Expected Result/Impact: - Training for campuses on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving, application in learning</p> <ul style="list-style-type: none"> - Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia) - Review digital citizenship trainings and resources for learners, families and staff - Trainings to support balance of technology for hands-on learning - Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment) - Family training for digital learning, parent university sessions, Lunch Byte, information on Parent Hub <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Director of Professional Learning, Technology Department, Campus Administrators, and Campus Support Personnel</p> <p>Problem Statements: Student Learning 1, 4, 6 - District Processes & Programs 1 - Perceptions 1, 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD</p>
Student Learning
<p>Problem Statement 1: 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</p>
<p>Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. Root Cause: Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered</p>
<p>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: Inconsistencies within implementation of curriculum, professional learning and resource usage across the district</p>
<p>Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all 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</p>

Student Learning

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

District Processes & Programs

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

Problem Statement 4: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. **Root Cause:** Lack of funding from the state and sustainability for future needs

Problem Statement 5: 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.

Perceptions

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

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

Problem Statement 4: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district. **Root Cause:** Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

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


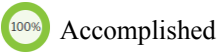
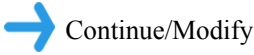

Performance Objective 1: CISD will continue to review and curate curriculum documents, provide training and implement specific programs for needed support/resources for counseling, social emotional learning, mental health and drug/alcohol awareness.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 education. Including the following character traits per TEA:</p> <ul style="list-style-type: none"> - Courage - Trustworthiness, including honesty, reliability, punctuality, and loyalty - Integrity - Respect and courtesy - Responsibility, including accountability, diligence, perseverance, and self-control - Fairness, including justice and freedom from prejudice - Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity - Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law - School pride - Gratitude <p>Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design</p> <ul style="list-style-type: none"> - Learner growth as indicated through survey/learner goals (academic and social emotional) - Elementary and Secondary Resources available for supports in learning - Scope and Sequence and curriculum documents of support implemented - CISD Strategic Design Work - Implementation of social emotional support structures: class meetings, check-ins and restorative practices. <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Coordinator of Counseling and Social Emotional Learning, Curriculum Department, District Support Counselors, Coordinator of Behavior Services and Coordinator of School Safety, Campus Counselors</p> <p>Problem Statements: Demographics 1, 2, 3, 4, 5 - Student Learning 4, 6, 7 - District Processes & Programs 2, 3, 6, 7 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue building, implementing and evaluating an aligned comprehensive counseling program that includes support for elementary and secondary campuses. (TEA Model - Guidance curriculum, Responsive Services, Individual Planning, and System Support)</p> <p>Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design - Implementation of elementary, middle and high school counselor lead to coordinate support - 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, mental health resources (building on district/campus websites)</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, District Support Counselors, Coordinator of School Safety, Campus Counselors</p> <p>Problem Statements: Demographics 1, 4, 5 - Student Learning 3, 5, 6 - District Processes & Programs 2, 3, 7 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content)</p> <p>Strategy's Expected Result/Impact: - Continued partnership with SHAC - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Implementation at campuses (training and curriculum) working with middle school campuses and embedded supports within 6th grade PE</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, District Support Counselors, Behavior Specialists, Coordinator of School Safety, Campus Counselors, and Coordinator of Health Services</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 4, 5, 6 - District Processes & Programs 3, 5 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement Hope Squad courses/curriculum at all middle school and high school campuses in order to strengthen our focus on suicide awareness, mentorship, and the importance of mental health and well being.</p> <p>Strategy's Expected Result/Impact: - Empowering mentors with learners and supporting mental health needs - Ending the stigma with mental health and providing interventions and supports across the district for learners - Supporting inclusiveness within the school community and establishing ways to increase sense of belonging growth within the school environment</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, District Support Counselors, Secondary Campus Counselors and Classroom Hope Squad educators</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 6 - District Processes & Programs 2, 3, 5 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to continue establishing and maintaining strong, positive relationships for all learners. Root Cause: Barriers exist in which relationships have not been established and sustained with all learners</p>
<p>Problem Statement 2: 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</p>
<p>Problem Statement 3: There is a need to focus on the areas in the district identified with significant dis-proportionality. Root Cause: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners</p>
<p>Problem Statement 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD</p>
<p>Problem Statement 5: 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</p>
Student Learning
<p>Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. Root Cause: Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered</p>
<p>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: Inconsistencies within implementation of curriculum, professional learning and resource usage across the district</p>

Student Learning

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all 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 6: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. **Root Cause:** Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

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

Problem Statement 5: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 6: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 7: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) **Root Cause:** Loss of instruction time for learners and loss of funding from the state

Perceptions

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

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

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue offering training that supports a focus on mental health, trauma, well being, restorative practices, behavior supports and drug/alcohol/vaping awareness/supports.</p> <p>Strategy's Expected Result/Impact: - Implement training across the district (state required and other)</p> <ul style="list-style-type: none"> - 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 monitor 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) - Motivational speaker for CISD staff for renewal and regenerating purpose for mental health, work life balance, empowering others the difference they make as educators to learners and families <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Team, Director of Professional Learning, Campus Administrators, Campus Counselors, District Support Counselors</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 6 - District Processes & Programs 1, 2, 3, 5, 6 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.</p> <p>Strategy's Expected Result/Impact: -Threat Assessment process being utilized and strengthening supports for learners in need Increase awareness and action plans in order to support all learners with behavior needs - Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices - Team approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix being utilized -Online Truancy course required for learners - Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives - District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying - Use 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</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Director of Student and Staff Services, District Support Counselors, Coordinator of School Safety, Campus Administration and Campus Counselors</p> <p>Problem Statements: Demographics 1, 3, 4 - Student Learning 5, 7 - District Processes & Programs 2, 3, 5, 7 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: - Strengthen skills of staff members when working with others internally and externally - Reduction in grievances or concerns - Understanding how to support all learners and families from varying backgrounds - Strengthen processes and communication across the district - Crucial Conversations Training - documentation in PL Powerschool (Trainer of Trainers providing training) -Feedback from staff attending the training</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Team, Director of Professional Learning, Campus Administrators, Trainer of Trainers Crucial Conversations</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 1 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There is a need to continue establishing and maintaining strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 2: 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 3: There is a need to focus on the areas in the district identified with significant dis-proportionality. **Root Cause:** Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

Problem Statement 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. **Root Cause:** Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD

Student Learning

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all 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 6: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. **Root Cause:** Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

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

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

Problem Statement 5: There is a need to 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.

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

Problem Statement 7: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) **Root Cause:** Loss of instruction time for learners and loss of funding from the state

Perceptions

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





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

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district within professional learning opportunities, tied to CISD Strategic strategy: 1.1 Strategy - Create and implement consistent district-side systems with fidelity that value equitable student support and growth.</p> <p>Strategy's Expected Result/Impact: - 1.1.1 Specific Result - Ensure continuous cycle of improvement of Professional Learning Communities (PLCs) as a highly functional PLC is the vehicle by which educator capacity is maximized to support student outcomes within Multi-Tiered Systems of Support (MTSS)</p> <ul style="list-style-type: none"> - Evidence of PLC/MTSS structures in professional learning - Increase use of data to support evidence-based decisions for professional learning -Department meetings, campus meetings, campus intervention/enrichment times - Support for new educators to the district with mentoring and building blocks for PLC/MTSS - BEAM support for 1-2 year educators - Full implementation of Student Success Platform in Panorama <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 7 - District Processes & Programs 6, 7 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning.</p> <p>Strategy's Expected Result/Impact: -Continue building repository of training within PowerSchool Professional Learning</p> <ul style="list-style-type: none"> - Promote CISD educators presenting and sharing their knowledge both in district, locally in the state and nationally - Streamline training and gathering of information from various stakeholders - 3-5 year plan for professional learning needs and target specific federal and local funds to ensure continuity and sustainability in the planning process - Training for paraprofessionals supporting instruction and special education supports <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Chief Financial Officer, Chief Operations Officer, Director of Professional Learning</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 1, 3 - Perceptions 1, 3, 5</p> <p>Funding Sources: PT PL Designer - 255- Title II, Part A - 255-11-6128-00-914-99-000-25550 - \$2,573, Region 10 ESC PL Packages - 255- Title II, Part A - 255-13-6239-00-999-99-000-25550 - \$38,500, Misc Contracted Services for PL - 255- Title II, Part A - 255-13-6299-00-999-99-000-25550 - \$21,400</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Create a district system focused on growing the capacity of individuals, concerning staffing opportunities, which helps with sustainability and succession plans for positions in the district.</p> <p>Strategy's Expected Result/Impact: -Mentoring and growing leaders within the district</p> <ul style="list-style-type: none"> - Reviewing hiring and recruiting practices and specific outreach to a wide variety of colleges and internship programs for specialized staffing positions (ex: administrators, counselors, diagnosticians, licensed school psychologists, librarians, etc.) - Goal setting focused on possible future roles one might take in education for growth opportunities - Increasing student teacher participation rates and connections with various colleges - Pride Pathways - Growing Educator Preparation - CTE Growing Educator Pathway - Empowering Leaders in CISD - (PL targeted to staff wanting to grow in education) <p>Staff Responsible for Monitoring: Executive Leadership Team, CISD Cabinet, Director of Professional Learning, Campus Administrators</p> <p>Problem Statements: District Processes & Programs 1, 4 - Perceptions 3</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 1 Problem Statements:

Demographics

Problem Statement 2: 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

Student Learning

Problem Statement 1: 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: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause:** Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

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:** Inconsistencies within implementation of curriculum, professional learning and resource usage across the district

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all 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 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. **Root Cause:** Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

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

Problem Statement 3: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs

Problem Statement 4: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. **Root Cause:** Lack of funding from the state and sustainability for future needs

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

Problem Statement 7: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) **Root Cause:** Loss of instruction time for learners and loss of funding from the state

Perceptions

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

Problem Statement 3: There is a need to 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





Perceptions

Problem Statement 5: There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district. **Root Cause:** Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementing a CISD Community Based Accountability System and using the pillars as a guide for organizational growth.</p> <p>Strategy's Expected Result/Impact: - Strategic plan advocacy deck - focused on the 7 pillars</p> <ul style="list-style-type: none"> - 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 <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Director of Data Systems and Program Analysis, District TPAC Core Team</p> <p>Problem Statements: Student Learning 4, 5, 7 - District Processes & Programs 1, 2, 4, 5, 7 - Perceptions 2, 3, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Full implementation at all campuses for the CISD Teacher Incentive Allotment (TIA).</p> <p>Strategy's Expected Result/Impact: - Alignment within evaluation practices across the district</p> <ul style="list-style-type: none"> - 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 <p>Staff Responsible for Monitoring: Executive Leadership Team, CISD Cabinet, Campus Administrators</p> <p>Problem Statements: Student Learning 1, 4, 5, 7 - District Processes & Programs 1 - Perceptions 3</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:

Student Learning

Problem Statement 1: 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 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:** Inconsistencies within implementation of curriculum, professional learning and resource usage across the district

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all 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 7: There is a need to focus on full implementation with district systems and resources supporting Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. **Root Cause:** Inconsistencies in usage and implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

District Processes & Programs

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

Problem Statement 2: There is a need to 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 review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. **Root Cause:** Lack of funding from the state and sustainability for future needs

Problem Statement 5: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 7: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) **Root Cause:** Loss of instruction time for learners and loss of funding from the state

Perceptions

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

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





Problem Statement 4: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district. **Root Cause:** Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

Problem Statement 5: There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district. **Root Cause:** Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue utilizing Laserfiche to increase efficiency and minimize manual repetitive tasks: Migrate paper documents into an electronic repository that can be easily searched and eliminate potential loss of data due to disasters.</p> <p>Strategy's Expected Result/Impact: - Increase productivity and efficiency levels for staff</p> <ul style="list-style-type: none"> - Reduction of paper and storage needs - Stronger backup system in case of natural disaster or storage issues - Strengthening system of housing confidential information <p>Staff Responsible for Monitoring: Chief Operations Officer, Executive Director of Technology, Technology Department, CISD departments implementing Laserfiche this year</p> <p>Problem Statements: District Processes & Programs 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement and strengthen systems to help support staff and/or learner data privacy and cybersecurity efforts.</p> <p>Strategy's Expected Result/Impact: - Support confidentiality needs of the district due to data privacy laws</p> <ul style="list-style-type: none"> - Training of staff on tools to use/not use - Continued implementation of Parent Square resource - Data privacy agreements for vendors/service providers <p>Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services, Chief Operations Officer, Executive Director of Technology, Technology Department, Chief Communications Officer and Communications Team</p> <p>Problem Statements: District Processes & Programs 4, 5</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 3 Problem Statements:

District Processes & Programs

Problem Statement 4: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. **Root Cause:** Lack of funding from the state and sustainability for future needs

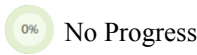
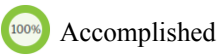
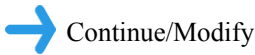

Problem Statement 5: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc.

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

Performance Objective 4: CISD will continue to leverage a variety of communication tools to increase clarity and consistency of district information and processes for stakeholders.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue efforts with communication to all staff, families and community members as we work through processes with sharing learning happening across the district, strategic design efforts, budgeting needs and working through bond projects.</p> <p>Strategy's Expected Result/Impact: - District website updated with information from Strategic Design Committee - Updated bond project timelines and project completions - CISD Bond Oversight Committee continuation - Increased engagement for staff, families, learners and community members in what is happening in CISD - Continue with CISD Community Engagement Committee</p> <p>Staff Responsible for Monitoring: CISD Executive Leadership Team, CISD Cabinet, CISD Communications Team</p> <p>Problem Statements: Demographics 1, 4, 5 - Student Learning 3, 5 - District Processes & Programs 2, 7 - Perceptions 1, 4, 5</p> <p>Funding Sources: Translations of DIP and CIPs (6) to Spanish - 211 - Title I, Part A - 6299 - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to continue establishing and maintaining strong, positive relationships for all learners. Root Cause: Barriers exist in which relationships have not been established and sustained with all learners</p>
<p>Problem Statement 4: There is a need to strengthen current practices that prepare all learners for secondary course/program selection. Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD</p>

Demographics

Problem Statement 5: 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

Student Learning

Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause:** Inconsistencies with alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to advance all 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

District Processes & Programs

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

Problem Statement 7: 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

Perceptions

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

Problem Statement 4: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district. **Root Cause:** Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

Problem Statement 5: There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district. **Root Cause:** Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.


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

Performance Objective 5: CISD will continue to review and maintain safety and security practices and will implement any additional strategies/protocols put in place by the state.


- Evaluation Data Sources:** - Safety and security drills
- Door sweeps
 - Safety and security training for all staff
 - Safety and security training for learners
 - Continued implementation of Raptor
 - Communication for families
 - Final bond project updates being completed and communicated

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all safety drills take place within the district, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/recommendations.</p> <p>Strategy's Expected Result/Impact: -Aligned practices for safety and security across the district</p> <ul style="list-style-type: none"> -Aligned training for staff and learners in CISD -Safety of learners and staff in CISD -Communication to all stakeholders about safety and practices of CISD - Continued implementation of door sweeps on campuses and district buildings at least once each week during instructional days - Review of current district practices and staff hired to help support safety - Bond projects focused on safety being completed across the district: camera installations, panic buttons, etc. <p>Staff Responsible for Monitoring: CISD Executive Leadership Team, CISD Cabinet, CISD District and Campus Administrators, Coordinator of Safety and Security, SROs and SRDs</p> <p>Problem Statements: District Processes & Programs 1, 5 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June


Strategy 2 Details	Reviews			
<p>Strategy 2: Begin rollout and implementation with the following areas of CISD Strategic Design: Objective 8 - Ensure consistent and proactive standards, upheld by all community members, for the physical safety of learners and staff. 8.1 Strategy - Develop a plan to assess gaps in current safety protocols and processes. 8.2 Strategy - Increase accountability of individual roles in safety protocols.</p> <p>Strategy's Expected Result/Impact: 8.1.1 Specific Result - Focus on developing strategies to improve active and timely communication, technology, perimeter security, and traffic management at each campus, ensuring consistent and proactive standards for the physical safety of learners and staff. 8.2.1 Specific Result - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders.</p> <p>Staff Responsible for Monitoring: CISD Cabinet, Chief Communications Officer, Chief Operations Officer, CISD District and Campus Administrators, Coordinator of Safety and Security, SROs and SRDs</p> <p>Problem Statements: District Processes & Programs 4, 5 - Perceptions 1, 3, 5</p>	Formative			Summative
	Nov	Feb	Apr	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

District Processes & Programs
<p>Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning</p>
<p>Problem Statement 4: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with funding. Root Cause: Lack of funding from the state and sustainability for future needs</p>
<p>Problem Statement 5: 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.</p>
Perceptions
<p>Problem Statement 1: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. Root Cause: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs</p>
<p>Problem Statement 3: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. Root Cause: Lack of individuals choosing to work in public education</p>
<p>Problem Statement 5: 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.</p>

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,438,078.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I Personnel

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

District Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	Translations of DIP and CIPs (6) to Spanish	6299	\$3,500.00
Sub-Total					\$3,500.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Academy R10 Training Services	199-11-6239-00-901-24-175	\$15,000.00
Sub-Total					\$15,000.00
255- Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	BEAM Mentoring Program	255-1X-611X-00-999-99-000-25550	\$95,000.00
4	1	2	PT PL Designer	255-11-6128-00-914-99-000-25550	\$2,573.00
4	1	2	Misc Contracted Services for PL	255-13-6299-00-999-99-000-25550	\$21,400.00
4	1	2	Region 10 ESC PL Packages	255-13-6239-00-999-99-000-25550	\$38,500.00
Sub-Total					\$157,473.00
289- Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Title I Crate Platform Licensing for Title I schools and district (Funds transferred from Title IV to Title I)	289-11-6399-00-999-99-000-28951	\$7,785.00
Sub-Total					\$7,785.00