Coppell Independent School District
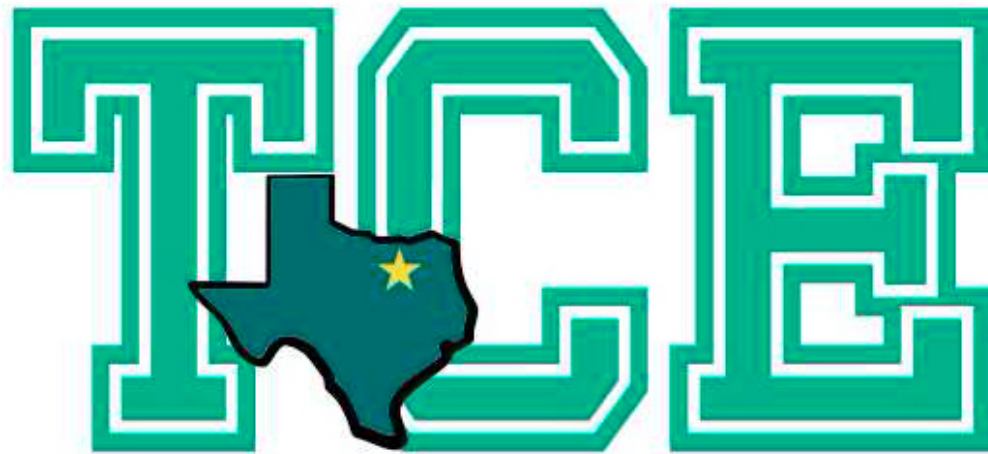
Town Center Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Coppell ISD Mission Statement

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

Core Beliefs

Coppell ISD Core Values

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

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

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

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

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Comprehensive Needs Assessment

Revised/Approved: March 6, 2024

Demographics

Demographics Summary

DEMOGRAPHICS

Town Center Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus, and an alternative education campus.   In the 2023-24 school year, total enrollment was 450 which represents a decrease of -13.6% since 2019-20 (521 learners).

In 2023-24, the student population was 45.7% Asian, 33.5% White, 12% Hispanic, 5.1% African American, 0% American Indian/Alaskan Native, 0.2% Native Hawaiian/Pacific Islander, and 3.3% multi-racial. Females made up 45.3% of the learners and males represented 54.7%. Our economically disadvantaged percentage was 12.8%.

Our Emergent Bilingual (EB) population consisted of 109 learners which made up 24.2% of our campus. The top 5 foreign languages spoken by this student group were: Tamil (11%), Telugu (10%), Arabic (10%), Hindi (5.5%), and Mandarin (Chinese) (3.6%). Additionally, 19.2% of our EBs were also economically disadvantaged.

Our 56 gifted and talented learners constituted 12.4% of our population. Our gender split in the GT group was 35.7% female and 64.3% male.   Of the four major ethnic groups, our GT learners were 57.1% Asian, 33.9% White, 5.3% Hispanic and 0% African American.

We had 91 learners who qualified for special education services, which represented 20.2% of our population. There were 18 learners with 504 accommodations, which was 4% of the total enrollment.

 The average daily attendance for our campus in 2023-24 was 95.82%, which increased by 0.68% from the prior year.

STAFFING

Town Center employed 35 educators and 8 instructional aides in the 2023-24 school year. The number of teachers increased by 2 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 0% Asian, 88.5% White, 8.5% Hispanic, 2.8% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 97.1% of the educators and males represented 2.9%.

 Overall, our educators had varying levels of professional experience: 8.5% (3) were new to teaching with 0-1 years of experience, 14.2% (5) had 2-5 years, 20% (7) had 6-10 years, 22.8% (8) had 11-15 years, 22.8% (8) had 16-20 years, and 11.4% (4) had more than 20 years. Looking at longevity within the district, 22.8% of our teachers had 0-1 years in the district, 28.5% had 2-5 years, 25.7% had 6-10 years, 11.4% had 11-15 years, 8.5% had 16-20 years and 2.8% had more than 20 years. The average years of professional experience was 12.2 with 6.8 years in the district.

Advanced degrees were held by 22.8% of our teachers: 8 with master's degrees and 0 with doctorates. Our campus principal had 23 years of career experience in a professional position (not necessarily as a principal) and 17 years in Coppell. Our assistant principal(s) had an average of 12 years of professional experience and 12 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 71.88%. For educational aides, it was 50%. We hired 12 new teachers in 2023-24. The characteristics of our new teachers

were as follows: 0% Asian, 83.3% White, 16.6% Hispanic, 0% African American, 100% female, 0% male, 25% new to teaching, 16.6% with 2-5 years of professional experience, 25% with 6-10 years, 8.3% with 11-15 years, 16.6% with 16-20 years, 8.3% with more than 20 years and 34.2% new to the campus. The average years of professional experience was 8.5 with 2.5 years in the district. 25% of our new teachers had advanced degrees.

Demographics Strengths

- Town Center serves a diverse group of learners.
- The educator retention rate is 72%.
- The average years of professional experience for educators on our campus is 12.2 with 6.8 years in the district.
- 23 % of our educators hold advanced degrees.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for a continued increase in daily attendance rates.   **Root Cause:** There have been inconsistencies in the level of communication regarding the importance of school attendance and the school-parent partnership needed to support all learners.

Student Learning

Student Learning Summary

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. 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
Town Center Elementary						
Total Students	13	21	10	22	18	20
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	26.32%	83.33%	52.94%	75%	29.41%
1 Level Higher	%	68.42%	0%	41.18%	25%	64.71%
2 Levels Higher	%	5.26%	16.67%	5.88%	0%	5.88%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	15.38%	4.76%	0%	0%	0%	0%
Intermediate	46.15%	52.38%	50%	31.82%	44.44%	10%
Advanced	30.77%	23.81%	50%	54.55%	38.89%	45%
Advanced High	7.69%	19.05%	0%	13.64%	16.67%	45%
Economic Disadvantage						
Total Students	1	6	2	4	5	2
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	33.33%	100%	75%	80%	0%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
1 Level Higher	%	66.67%	0%	25%	20%	50%
2 Levels Higher	%	0%	0%	0%	0%	50%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	0%	0%	0%	0%	0%
Intermediate	100%	100%	100%	75%	60%	0%
Advanced	0%	0%	0%	25%	20%	50%
Advanced High	0%	0%	0%	0%	20%	50%
Asian						
Total Students	12	15	8	15	12	18
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	30.77%	75%	40%	70%	26.67%
1 Level Higher	%	61.54%	0%	50%	30%	73.33%
2 Levels Higher	%	7.69%	25%	10%	0%	0%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	8.33%	6.67%	0%	0%	0%	0%
Intermediate	50%	40%	62.50%	26.67%	41.67%	11.11%
Advanced	33.33%	26.67%	37.50%	53.33%	33.33%	44.44%
Advanced High	8.33%	26.67%	0%	20%	25%	44.44%
Hispanic						
Total Students	1	-	-	2	1	2
Date Taken	03/01/24	-	-	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	-	-	100%	100%	50%
1 Level Higher	%	-	-	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
2 Levels Higher	%	-	-	0%	0%	50%
3 Levels Higher	%	-	-	0%	0%	0%
No Rating	0%	-	-	0%	0%	0%
Beginning	100%	-	-	0%	0%	0%
Intermediate	0%	-	-	0%	0%	0%
Advanced	0%	-	-	100%	100%	50%
Advanced High	0%	-	-	0%	0%	50%
White						
Total Students	-	6	2	5	5	-
Date Taken	-	03/01/24	03/01/24	03/01/24	03/01/24	-
Lower/Same Level	-	16.67%	100%	60%	80%	-
1 Level Higher	-	83.33%	0%	40%	20%	-
2 Levels Higher	-	0%	0%	0%	0%	-
3 Levels Higher	-	0%	0%	0%	0%	-
No Rating	-	0%	0%	0%	0%	-
Beginning	-	0%	0%	0%	0%	-
Intermediate	-	83.33%	0%	60%	60%	-
Advanced	-	16.67%	100%	40%	40%	-
Advanced High	-	0%	0%	0%	0%	-
Currently Emergent Bilingual						
Total Students	13	21	10	22	18	20
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	26.32%	83.33%	52.94%	75%	29.41%
1 Level Higher	%	68.42%	0%	41.18%	25%	64.71%
2 Levels Higher	%	5.26%	16.67%	5.88%	0%	5.88%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	15.38%	4.76%	0%	0%	0%	0%
Intermediate	46.15%	52.38%	50%	31.82%	44.44%	10%
Advanced	30.77%	23.81%	50%	54.55%	38.89%	45%
Advanced High	7.69%	19.05%	0%	13.64%	16.67%	45%
Section 504						
Total Students	-	-	-	1	-	1
Date Taken	-	-	-	03/01/24	-	03/01/24
Lower/Same Level	-	-	-	100%	-	0%
1 Level Higher	-	-	-	0%	-	0%
2 Levels Higher	-	-	-	0%	-	100%
3 Levels Higher	-	-	-	0%	-	0%
No Rating	-	-	-	0%	-	0%
Beginning	-	-	-	0%	-	0%
Intermediate	-	-	-	100%	-	0%
Advanced	-	-	-	0%	-	0%
Advanced High	-	-	-	0%	-	100%
Special Ed Indicator						
Total Students	-	4	-	1	4	2
Date Taken	-	03/01/24	-	03/01/24	03/01/24	03/01/24
Lower/Same Level	-	0%	-	0%	100%	50%
1 Level Higher	-	100%	-	100%	0%	50%
2 Levels Higher	-	0%	-	0%	0%	0%
3 Levels Higher	-	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
No Rating	-	0%	-	0%	0%	0%
Beginning	-	25%	-	0%	0%	0%
Intermediate	-	75%	-	0%	75%	50%
Advanced	-	0%	-	100%	25%	50%
Advanced High	-	0%	-	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Town Center Elementary							
Total Students	77	78	75	75	100	100	100
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	3.90%	3.85%	5.33%	2.67%	3%	2%	6%
Did Not Meet High	6.49%	11.54%	2.67%	16%	7%	8%	26%
Approaches Low	9.09%	10.26%	9.33%	8%	8%	12%	12%
Approaches High	15.58%	14.10%	18.67%	12%	17%	13%	18%
Meets	32.47%	28.21%	30.67%	29.33%	25%	28%	19%
Masters	32.47%	32.05%	33.33%	32%	40%	37%	19%
Special Ed Indicator							
Total Students	14	15	13	13	18	18	18
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	14.29%	13.33%	7.69%	7.69%	16.67%	11.11%	22.22%
Did Not Meet High	14.29%	13.33%	7.69%	38.46%	22.22%	22.22%	66.67%
Approaches Low	7.14%	13.33%	38.46%	0%	11.11%	16.67%	0%
Approaches High	21.43%	13.33%	15.38%	0%	27.78%	16.67%	0%
Meets	35.71%	33.33%	15.38%	38.46%	11.11%	22.22%	0%
Masters	7.14%	13.33%	15.38%	15.38%	11.11%	11.11%	11.11%
Section 504							
Total Students	2	2	5	5	8	8	8
Excluded	0%	0%	0%	0%	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	50%	100%	0%	0%	12.50%	25%	37.50%
Approaches Low	0%	0%	0%	20%	37.50%	25%	25%
Approaches High	50%	0%	20%	0%	12.50%	12.50%	12.50%
Meets	0%	0%	60%	80%	25%	25%	25%
Masters	0%	0%	20%	0%	12.50%	12.50%	0%
Currently Emergent Bilingual							
Total Students	22	22	18	18	21	21	21
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	4.55%	16.67%	5.56%	4.76%	9.52%	4.76%
Did Not Meet High	13.64%	18.18%	5.56%	38.89%	14.29%	4.76%	28.57%
Approaches Low	18.18%	18.18%	22.22%	11.11%	9.52%	14.29%	9.52%
Approaches High	22.73%	18.18%	16.67%	16.67%	19.05%	4.76%	28.57%
Meets	31.82%	31.82%	33.33%	22.22%	9.52%	33.33%	23.81%
Masters	13.64%	9.09%	5.56%	5.56%	42.86%	33.33%	4.76%
First Year of Monitoring							
Total Students	-	-	1	1	-	-	-
Excluded	-	-	0%	0%	-	-	-
Did Not Meet Low	-	-	0%	0%	-	-	-
Did Not Meet High	-	-	0%	0%	-	-	-
Approaches Low	-	-	0%	0%	-	-	-
Approaches High	-	-	0%	0%	-	-	-
Meets	-	-	0%	0%	-	-	-
Masters	-	-	100%	100%	-	-	-
Second Year of Monitoring							
Total Students	1	1	-	-	-	-	-
Excluded	0%	0%	-	-	-	-	-
Did Not Meet Low	0%	0%	-	-	-	-	-

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet High	0%	0%	-	-	-	-	-
Approaches Low	0%	0%	-	-	-	-	-
Approaches High	0%	0%	-	-	-	-	-
Meets	0%	100%	-	-	-	-	-
Masters	100%	0%	-	-	-	-	-
Third Year of Monitoring							
Total Students	-	-	-	-	4	4	4
Excluded	-	-	-	-	0%	0%	0%
Did Not Meet Low	-	-	-	-	0%	0%	0%
Did Not Meet High	-	-	-	-	0%	0%	25%
Approaches Low	-	-	-	-	0%	0%	0%
Approaches High	-	-	-	-	25%	25%	25%
Meets	-	-	-	-	25%	25%	25%
Masters	-	-	-	-	50%	50%	25%
Black/African American							
Total Students	2	2	3	3	6	6	6
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	100%	50%	0%	33.33%	16.67%	0%	16.67%
Did Not Meet High	0%	0%	0%	33.33%	0%	33.33%	33.33%
Approaches Low	0%	50%	33.33%	33.33%	0%	0%	33.33%
Approaches High	0%	0%	66.67%	0%	16.67%	50%	16.67%
Meets	0%	0%	0%	0%	33.33%	16.67%	0%
Masters	0%	0%	0%	0%	33.33%	0%	0%
White							
Total Students	28	29	27	27	28	28	28
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	3.57%	3.45%	7.41%	3.70%	3.57%	0%	3.57%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet High	14.29%	24.14%	3.70%	22.22%	3.57%	10.71%	39.29%
Approaches Low	10.71%	10.34%	7.41%	3.70%	10.71%	17.86%	17.86%
Approaches High	14.29%	10.34%	22.22%	14.81%	28.57%	21.43%	10.71%
Meets	21.43%	17.24%	22.22%	37.04%	35.71%	28.57%	10.71%
Masters	35.71%	34.48%	37.04%	18.52%	17.86%	21.43%	17.86%
Asian							
Total Students	37	37	32	32	56	56	56
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	2.70%	6.25%	0%	1.79%	3.57%	3.57%
Did Not Meet High	2.70%	0%	3.12%	15.62%	7.14%	1.79%	16.07%
Approaches Low	8.11%	5.41%	12.50%	6.25%	5.36%	8.93%	8.93%
Approaches High	13.51%	16.22%	6.25%	6.25%	12.50%	3.57%	21.43%
Meets	37.84%	35.14%	34.38%	21.88%	19.64%	28.57%	26.79%
Masters	37.84%	40.54%	37.50%	50%	53.57%	53.57%	23.21%
Hispanic							
Total Students	7	7	8	8	9	9	9
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	11.11%
Did Not Meet High	0%	0%	0%	0%	22.22%	22.22%	44.44%
Approaches Low	0%	28.57%	0%	12.50%	11.11%	22.22%	0%
Approaches High	28.57%	28.57%	50%	12.50%	11.11%	11.11%	22.22%
Meets	57.14%	42.86%	25%	50%	22.22%	33.33%	11.11%
Masters	14.29%	0%	25%	25%	33.33%	11.11%	11.11%
Native Hawaiian/Pacific Islander							
Total Students	-	-	-	-	1	1	1
Excluded	-	-	-	-	0%	0%	0%
Did Not Meet Low	-	-	-	-	0%	0%	100%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
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%
Two or More Races							
Total Students	3	3	5	5	-	-	-
Excluded	0%	0%	0%	0%	-	-	-
Did Not Meet Low	0%	0%	0%	0%	-	-	-
Did Not Meet High	0%	66.67%	0%	0%	-	-	-
Approaches Low	33.33%	0%	0%	20%	-	-	-
Approaches High	33.33%	0%	0%	40%	-	-	-
Meets	33.33%	33.33%	80%	20%	-	-	-
Masters	0%	0%	20%	20%	-	-	-
Economic Disadvantage							
Total Students	11	11	8	8	12	12	12
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	9.09%	9.09%	12.50%	12.50%	8.33%	8.33%	25%
Did Not Meet High	18.18%	18.18%	12.50%	37.50%	16.67%	16.67%	33.33%
Approaches Low	9.09%	18.18%	25%	12.50%	8.33%	25%	16.67%
Approaches High	18.18%	36.36%	25%	12.50%	33.33%	8.33%	25%
Meets	27.27%	9.09%	25%	25%	16.67%	41.67%	0%
Masters	18.18%	9.09%	0%	0%	16.67%	0%	0%

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 Accelerated Instruction - Tutoring/ Documentation of Learner Growth

Student Learning Strengths

Many of our learners have been responsive to both interventions and enrichment, specifically in the younger grade levels as indicated in NWEA MAP and mCLASS data. In the area of reading, kindergarten, first grade, and third grade met or exceeded the yearly projected growth on the NWEA MAP assessment as a grade level. In the area of math, kindergarten and first grade met or exceeded the yearly projected growth on the NWEA Map assessment as a grade level.

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 3 (Prioritized): There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff.   **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum support/training for character traits/social-emotional needs of learners.

School Processes & Programs

School Processes & Programs Summary

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

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

This year we will implement a professional development plan in conjunction with other district elementary Title 1 campuses to provide purposeful and timely campus training based on campus needs.

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the district.   **Root Cause:** New state requirements or identified areas of need by the district or campus need to be addressed.

Problem Statement 3 (Prioritized): There is a need to focus on multi-tiered systems of support (MTSS), including positive behavior interventions and supports.   **Root Cause:** There is a lack of aligned resources and fidelity in providing support.

Perceptions

Perceptions Summary

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

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

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

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to establish and maintain strong, positive relationships with learners and families. **Root Cause:** Barriers exist in which relationships have not been established and/or sustained at the level needed for optimal family engagement.

Priority Problem Statements

Problem Statement 1: There is a need to target specific reading, math, and science skills to increase learner academic growth.

Root Cause 1: Lack of alignment across the campus with reading, math, and science skills focused on early intervention and identifying needs. We are seeing a larger number of needs and wider gaps to be supported by educators.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities.

Root Cause 2: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to continue the development of digital citizenship and digital safety.

Root Cause 3: Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff.

Root Cause 4: Inconsistencies with implementation and monitoring the impact of curriculum support/training for character traits/social-emotional needs of learners.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to continue revisiting and improving efforts with safety and security for the district.

Root Cause 5: New state requirements or identified areas of need by the district or campus need to be addressed.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to establish and maintain strong, positive relationships with learners and families.

Root Cause 6: Barriers exist in which relationships have not been established and/or sustained at the level needed for optimal family engagement.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a need for a continued increase in daily attendance rates.

Root Cause 7: There have been inconsistencies in the level of communication regarding the importance of school attendance and the school-parent partnership needed to support all learners.

Problem Statement 7 Areas: Demographics

Problem Statement 8: There is a need to focus on multi-tiered systems of support (MTSS), including positive behavior interventions and supports.

Root Cause 8: There is a lack of aligned resources and fidelity in providing support.

Problem Statement 8 Areas: School 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Community Based Accountability System (CBAS)

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

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

Parent/Community Data

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

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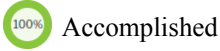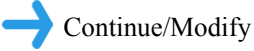
Goal 1: Personal Growth and Experiences: We as CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and support for educators in implementing Tier 1 instructional strategies with a specific focus on small group instruction and formative assessments.	**Formative**			**Summative**

Strategy's Expected Result/Impact: - Educators will utilize curriculum documents campus-wide
 -Educators will collaborate to focus on learner needs across the entire grade level
 -Increase collaboration between elementary campuses receiving Title 1 funding
 -Increased learner growth in content areas
     Staff Responsible for Monitoring: Campus Administrators and Learning Coaches
 	
     Title I:
 2.4, 2.6
     Problem Statements: Student Learning 1, 2
     Funding Sources: Sub Pay for Design Days & Professional Learning - 211 - Title I, Part A - 211-11-6112-00-108-24-000-21150 - $5,875
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Implement House Bill 3 math and reading goals.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Strengthen math and literacy skills for elementary educators and align practices within instruction; Learner growth in literacy and math development tracked through campus, district, and state assessments.
     Staff Responsible for Monitoring: Campus Administrators
 	
     Title I:
 2.4, 2.6
     Problem Statements: Student Learning 1, 2
     Funding Sources: Campus Interventionist Extra Duty Pay - 199 - State Comp Ed - $6,699
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Implement structures and processes for learning walks with various instructional leaders and educators across the district with a focus on observing and evaluating strategies supporting academic and social-emotional growth.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Administrator alignment in TIA -Aligned resources and training for administrators and staff -Growth in aligned instructional practices **Staff Responsible for Monitoring:** -Campus Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 2				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to target specific reading, math, and science skills to increase learner academic growth.   **Root Cause**: Lack of alignment across the campus with reading, math, and science skills focused on early intervention and identifying needs. We are seeing a larger number of needs and wider gaps to be supported by educators.
Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities.   **Root Cause**: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Awareness, training, and implementation of data analysis protocols -Consistent usage of campus data to track learner progress including NWEA MAP, STAAR, TELPAS, mCLASS, and campus assessments -Creation and use of pre and post-assessments to aid in tracking learner growth - Growth and alignment in structures for Professional Learning Communities - Increased student achievement (academic, social-emotional, and behavioral) **Staff Responsible for Monitoring:** Campus Administrators and Learning Coaches **Title I:** 2.6 **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Continued training and support for understanding, implementing, and evaluating MTSS (Multi-Tiered Systems of Support) will occur.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Training on Student Success Platform in Panorama and aligned implementation at campuses -Increase educators' knowledge of data analysis and differentiation of instruction -Data housed in one easily accessible location -Increase in parent engagement within the MTSS process **Staff Responsible for Monitoring:** Campus Administrators & Learning Coaches **Title I:** 2.6 **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, Emerging Bilingual Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social-emotional needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Training developed and implemented - Response to Intervention process (MTSS - Multi-Tiered Systems of Support) clearly defined and supported with resources -IEPs and Service Plans designed to meet learners' needs -Data gathered from aligned resources (Dreambox, Imagine Learning, MAP, mCLASS, Panorama Student Success Platform, etc.) -Specific professional development/coaching opportunities for staff to increase the effective use of academic vocabulary strategies for Emerging Bilinguals. **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, Language Acquisition Specialist, Special Education Educators, GT Specialist, Counselor **Title I:** 2.6 **Problem Statements:** Student Learning 1, 2				

Strategy 4 Details	Reviews			
Strategy 4: Provide interventions to learners at risk who are not meeting grade-level standards or showing significant growth.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increase in academic achievement and growth for all learners **Staff Responsible for Monitoring:** Campus Administrators; Learning Coaches **Title I:** 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** Reading and Math Materials - 211 - Title I, Part A - 211-11-6329-00-108-24-000-21150 - $3,000, Campus Interventionist - 211 - Title I, Part A - 211-11-6128-00-108-24-000-21150 - $6,000				

Strategy 5 Details	Reviews			
Strategy 5:	**Formative**			**Summative**
Strengthen and focus on support systems for behavior (Positive Behavior Interventions and Support) and align/strengthen discipline practices, provide training, and align structures for data review/documentation of behavioral growth.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increased use of interventions -Increased parent communication of specific interventions and their progress -Use of character education to support positive behaviors -Use of Panorama for documentation -Use of district resources when creating goals for learners and implementing plans -Overall progress in behavior RTI goals **Staff Responsible for Monitoring:** -Campus administrators, Learning Coaches **Title I:** 2.5, 2.6 **Problem Statements:** Student Learning 3				

Strategy 6 Details	Reviews			
Strategy 6: Increase monitoring of learner attendance and development of intervention plans, as needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Increased overall attendance rate from the previous year	**Nov**	**Feb**	**Apr**	**June**
-Increased instructional time for learners and academic growth -Greater parent involvement in attendance plans -Increased collaboration between staff and administrators on attendance incentives and plans **Staff Responsible for Monitoring:** Campus Administrators, Classroom Educators **Title I:** 2.5 **Problem Statements:** Demographics 1				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need for a continued increase in daily attendance rates.   **Root Cause**: There have been inconsistencies in the level of communication regarding the importance of school attendance and the school-parent partnership needed to support all learners.

Student Learning
Problem Statement 1: There is a need to target specific reading, math, and science skills to increase learner academic growth.   **Root Cause**: Lack of alignment across the campus with reading, math, and science skills focused on early intervention and identifying needs. We are seeing a larger number of needs and wider gaps to be supported by educators.

Student Learning

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

Problem Statement 3: There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff.   **Root Cause**: Inconsistencies with implementation and monitoring the impact of curriculum support/training for character traits/social-emotional needs of learners.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Increase enrichment opportunities available during and after the school day, including a more rigorous STEAM specials rotation, guest speakers, and enrichment clubs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Increased community involvement
-Increased opportunities for higher-level activities for learners each week
-All learners will have the opportunity to develop and explore talents and interests
-Higher use of curriculum connections to real-world applications and future careers
    Staff Responsible for Monitoring: Campus Administrators, STEAM Educator, GT Facilitator
 	
    Title I:
2.5
    Problem Statements: Student Learning 2
    Funding Sources: Extra Duty Pay for Enrichment Clubs/Activities - 211 - Title I, Part A - 211-11-6118-00-108-24-000-21150 - $3,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide training and resources to educators enhancing curriculum connections to real-world application in learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Provide training that highlights real-world applications in lesson design
- Increase the use of business partners and resident experts to support curriculum connections
- Increase learner awareness of career, college, and life readiness opportunities
    Staff Responsible for Monitoring: Campus Administrators, STEAM Educator, GT Specialist, Learning Coaches
 	
    Problem Statements: Student Learning 1, 2				

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There is a need to target specific reading, math, and science skills to increase learner academic growth. **Root Cause**: Lack of alignment across the campus with reading, math, and science skills focused on early intervention and identifying needs. We are seeing a larger number of needs and wider gaps to be supported by educators.

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

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

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

    Evaluation Data Sources: -Digital Portfolios, Open House, Data/Goal Setting Binders; Learners presentations

Strategy 1 Details	Reviews			
Strategy 1: Establish clear expectations for Bulb Digital Platform usage to support staff goal setting/evidence collection, highlight learning processes, and track learner growth with Student Learning Objectives for Teacher Incentive Allotment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -All learners will have a digital portfolio that allows them to display their evidence of learning and growth -Educators will use their digital portfolio to highlight specific evidence of goals, including TIA evidence of learner growth -Expansion of portfolios to include more learner voice in their selection of evidence and reflection of the learning process **Staff Responsible for Monitoring:** Campus Administrators, Educators, Learning Coaches **Title I:** 2.5 **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Performance tasks are utilized to show the level of understanding -Rubrics for academics and social-emotional growth are used by educators and learners to assess learning with fidelity -Collaboration of grade-level teams to create and utilize assessment opportunities with fidelity -Goal setting/reflections by learners at the level appropriate to them; educator support in teaching learners the skills of setting goals and intentional reflection **Staff Responsible for Monitoring:** Campus Administrators **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to target specific reading, math, and science skills to increase learner academic growth.   **Root Cause**: Lack of alignment across the campus with reading, math, and science skills focused on early intervention and identifying needs. We are seeing a larger number of needs and wider gaps to be supported by educators.
School Processes & Programs
Problem Statement 1: There is a need to continue the development of digital citizenship and digital safety.   **Root Cause**: Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

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: Use digital learning K-5 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 as a tool to promote critical thinking and differentiated learning experiences for all.

Strategy 1 Details	Reviews			
Strategy 1: Provide training and lesson design ideas that focus on the intentional use of digital learning tools, including AI, in alignment with the updated Technology TEKS.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Collaboration between educators and learning coaches to design learning experiences that embed the required Technology TEKS.
 -Campus-specific training through team time to support the use of digital tools
 -Parent communication that highlights the purpose and use of technology in the classroom
 -Implement district recommendations regarding AI
     Staff Responsible for Monitoring: -Campus Administrators, Learning Coaches
 	
     Problem Statements: Student Learning 2 - School Processes & Programs 1				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. **Root Cause**: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.
School Processes & Programs
Problem Statement 1: There is a need to continue the development of digital citizenship and digital safety. **Root Cause**: Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

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

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

> **Evaluation Data Sources:** - Revised curriculum documents
> - Educator feedback
> - Training resources
> - Social emotional survey data
> - Specific training for counselors and implementation of resources purchased
> - Threat assessment data
> - Panorama survey data
> - CISD Visioning Work

Strategy 1 Details	Reviews			
Strategy 1: Implement current K-12 curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character education.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design, including morning meeting resources - Learner growth as indicated through survey/learner goals (academic and social-emotional) - Elementary resources available for support, including Second Step and parent book resources - Scope and Sequence and curriculum documents of support implemented **Staff Responsible for Monitoring:** Campus Administrators; Counselor **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
Strategy 2: Continue building on our health curriculum support for the implementation of health TEKS and specific requirements set by the state for selection and training.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports **Staff Responsible for Monitoring:** Campus Administrators; Counselor **Problem Statements:** Student Learning 3				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff.   **Root Cause**: Inconsistencies with implementation and monitoring the impact of curriculum support/training for character traits/social-emotional needs of learners.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for family engagement including campus events that promote both family/school engagement and support of learning at home. This includes family engagement nights, parent book studies, conferences, and access to social-emotional resources.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Clarity for parents on what skills their child(ren) is learning and concrete ways they can partner with the school to support learning -Increased parent engagement and opportunity for learning to extend beyond the classroom to the home **Staff Responsible for Monitoring:** Campus Administrators, Educators **Title I:** 2.5, 4.1, 4.2 **Problem Statements:** Perceptions 1 **Funding Sources:** Academic Nights - 211 - Title I, Part A - 211-61-6299-00-108-24-000-21150 - $2,669				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: There is a need to establish and maintain strong, positive relationships with learners and families. **Root Cause**: Barriers exist in which relationships have not been established and/or sustained at the level needed for optimal family engagement.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze discipline, behavior, and threat assessment data to look at equitable practices and interventions/supports for learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Threat Assessment process utilized - Use of a collaborative approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix utilized - District surveys focused on data collection for learner engagement, climate and culture, learner social-emotional needs, and learner concerns with bullying and cyberbullying **Staff Responsible for Monitoring:** Campus Administrators; Counselor **Problem Statements:** School Processes & Programs 3				

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to focus on multi-tiered systems of support (MTSS), including positive behavior interventions and supports. **Root Cause**: There is a lack of aligned resources and fidelity in providing support.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: In collaboration with the other CISD Title 1 campuses, educators will participate in targeted professional learning cohorts throughout the year that align with their goals.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Educators will attend professional development that is based on educator needs/interest -Educators can immediately apply new learning & strategies within their classroom -Collaboration between educators across other campuses receiving Title 1 funds -Impact on learners in relation to the specific strand an educator chooses - Ex. math workshop; behavior strategies, etc. **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Professional Learning Resources - 211 - Title I, Part A - 211-11-6329-00-108-24-000-21150 - $1,000				
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to target specific reading, math, and science skills to increase learner academic growth. **Root Cause**: Lack of alignment across the campus with reading, math, and science skills focused on early intervention and identifying needs. We are seeing a larger number of needs and wider gaps to be supported by educators.
Problem Statement 2: There is a need for campus wide alignment of high quality Tier 1 instruction and research-based classroom interventions, along with targeted enrichment activities. **Root Cause**: Lack of alignment across the campus in regards to structure of targeted instruction, interventions, and enrichment.

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: Town Center will continue to investigate, implement, and evaluate tools/resources/assessments that monitor growth within the educational system.

    Evaluation Data Sources: -Learner data, resource purchases, educator data, mentoring supports

Strategy 1 Details			Reviews		
Strategy 1: Implement the CISD Teacher Incentive Allotment program.		**Formative**			**Summative**
Strategy's Expected Result/Impact: -Alignment of evaluation practices -Additional funding granted to educators who meet the standards set by TIA -Data analysis of learner growth **Staff Responsible for Monitoring:** -Campus Administrators **Problem Statements:** Student Learning 1		**Nov**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	➡ Continue/Modify		✖ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to target specific reading, math, and science skills to increase learner academic growth.   **Root Cause**: Lack of alignment across the campus with reading, math, and science skills focused on early intervention and identifying needs. We are seeing a larger number of needs and wider gaps to be supported by educators.

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: Town Center will continue to review and maintain safety and security practices and will work to implement any new state protocols.

    Evaluation Data Sources: Drill reports; meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Review drill practices with all staff and learners and implement them as the drill schedule requires.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -All campus staff and learners are knowledgeable about the different types of safety drills -Aligned campus safety practices -Communication with parents that informs them of drill practices and ways to support campus safety -Collaboration with district staff and SROs to maintain safety **Staff Responsible for Monitoring:** Campus Administrator; Campus SRO **Problem Statements:** School Processes & Programs 2	**Nov**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause**: New state requirements or identified areas of need by the district or campus need to be addressed.

Campus Funding Summary

			211 - Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Sub Pay for Design Days & Professional Learning	211-11-6112-00-108-24-000-21150	$5,875.00
1	2	4	Reading and Math Materials	211-11-6329-00-108-24-000-21150	$3,000.00
1	2	4	Campus Interventionist	211-11-6128-00-108-24-000-21150	$6,000.00
2	1	1	Extra Duty Pay for Enrichment Clubs/Activities	211-11-6118-00-108-24-000-21150	$3,000.00
3	2	1	Academic Nights	211-61-6299-00-108-24-000-21150	$2,669.00
4	1	1	Professional Learning Resources	211-11-6329-00-108-24-000-21150	$1,000.00
				Sub-Total	$21,544.00
			199 - State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Campus Interventionist Extra Duty Pay		$6,699.00
				Sub-Total	$6,699.00