Coppell Independent School District

Richard J. Lee Elementary

2025-2026 Campus Improvement Plan

Mission Statement

CISD Mission Statement

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

CISD Core Values

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

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

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

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

Value Statement

We empower learners to positively impact the world by designing learning experiences that promote relationships, risk-taking, and collaboration in a flexible environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Lee Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools. Lee serves a majority Asian student population in grades PK-5. In the 2024-25 school year, total enrollment was 655 which represents a decrease of -9% since 2020-21 (720 learners).

In 2024-25, the student population was 85.1% Asian, 6.3% White, 2.4% Hispanic, 4.3% African American, 0.5% American Indian/Alaskan Native, and 1.4% multi-racial. Females made up 51.5% of the learners and males represented 48.5%. Our economically disadvantaged percentage was 3.8%.

Our Emergent Bilingual (EB) population consisted of 204 learners that made up 31.1% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (49%), Tamil (20.6%), Hindi (17.6%), Gujarati (6.9%), and Marathi (3.4%). Additionally, 4.9% of our EBs were also economically disadvantaged.

Our 73 gifted and talented learners constituted 11.1% of our population. Our gender split in the GT group was 34.2% female and 65.8% male. Of the four major ethnic groups, our GT learners were 82.2% Asian, 11% White, 0% Hispanic and 5.5% African American.

We had 61 learners that qualified for special education services, which represented 9.3% of our population. There were 8 learners with 504 accommodations, which was 1.2% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 96.45%, which increased by 0.8% from the prior year.

STAFFING

Lee employed 46 educators and 11 instructional aides in the 2024-25 school year. The number of teachers decreased by 3 from the prior year while the number of aides decreased by 1. The ethnic breakdown for the teaching staff was 21.7% Asian, 63.1% White, 10.9% Hispanic, and 4.3% multi-racial. Females made up 93.5% of the educators and males represented 6.5%.

Overall, our educators had a varying level of professional experience: 6.5% (3) were new to teaching with 0-1 years of experience, 37% (17) had 2-5 years, 19.6% (9) had 6-10 years, 13% (6) had 11-15 years, 13% (6) had 16-20 years, and 10.9% (5) had more than 20 years. Looking at longevity within the district, 30.4% of our teachers had 0-1 years in district, 45.6% had 2-5 years, 19.6% had 6-10 years, 2.2% had 11-15 years, and 2.2% had more than 20 yeers. The average years of professional experience was 9.3 with 4.5 years in the district.

Advanced degrees were held by 36.9% of our teachers: 17 with master's degrees. Our campus principal had 28 years of career experience in a professional position (not necessarily as a principal) and 26 years in Coppell. Our assistant principals had an average of 20.5 years of professional experience and 2.5 years in the district.

Our educator retention rate from 2023-24 to 2024-25 was 93.5%. For educational aides it was 63.6%. We hired 3 new teachers in 2024-25. The characteristics of our new teachers were as follows: 33.3% Asian, 33.33% White, 33.3% Hispanic, 100% female, 0% male, 33.3% new to teaching, 33.3% with 2-5 years of professional experience, 33.3% with 6-10

years, and 6.5% new to the campus. The average years of professional experience was 3.7 with 0.3 years in the district. 66.7% of our new teachers had advanced degrees.

Demographics Strengths

Student Demographic Strengths

- **Cultural & Linguistic Diversity**
  With **85.1% Asian learners** and more than **five primary home languages spoken** (Telugu, Tamil, Hindi, Gujarati, Marathi), Lee has a richly diverse student body. This supports global awareness, cultural competency, and opportunities for multilingual programming.

- **Emergent Bilingual Learners as an Asset**
  Over **31% of students are Emergent Bilingual (EB)**, a strength that enriches the learning environment with multiple perspectives. The majority come from strong language communities that can be leveraged for peer learning, dual-language activities, and family engagement.

- **High Attendance**
  Average Daily Attendance (ADA) rose to **96.45%**, an increase from the prior year. Consistent attendance reflects strong family engagement, trust in the school, and a safe, welcoming environment.

- **Gifted & Talented Identification**
  11.1% of students are identified as GT, higher than state/national averages in many cases, showing robust recognition of advanced learners. This demonstrates the school's commitment to challenging students and providing enrichment.

Staff Demographic Strengths

- **High Retention & Stability**
  With a **93.5% teacher retention rate**, Lee benefits from consistency in staffing, relationships, and instructional continuity.

- **Experienced Educators**
  Average teacher experience is **9.3 years**, with a healthy mix of early-career and veteran staff. This balance provides both fresh ideas and seasoned expertise.

- **Advanced Degrees**
  More than a third (**36.9%**) of teachers hold master's degrees, showing a strong commitment to professional learning and advanced expertise.

- **Diverse Hiring Practices**
  New hires reflect ethnic diversity (Asian, White, Hispanic) and bring in advanced credentials (66.7% with graduate degrees). This contributes to a more representative staff population and broadens perspectives.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 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 2: There is a need to analyze and review data for Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.
Root Cause: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.

Problem Statement 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 (Prioritized): There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.
Root Cause: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences.

Student Learning

Student Learning Summary

mCLASS K-5:

Click HERE for Kindergarten-5th grade mCLASS composite score differentials between 24-25 BOY, MOY, EOY

NWEA MAP:

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

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Richard J. Lee Elementary					
Total Students	63	53	51	59	32
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	15.09%	56.86%	33.90%	34.38%
1 Level Higher	0%	52.83%	15.69%	42.37%	31.25%
2 Levels Higher	0%	7.55%	0%	1.69%	3.12%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.76	3.19	2.58	3.15	3.21
No Rating	0%	0%	0%	0%	0%
Beginning	3.17%	1.89%	5.88%	3.39%	0%
Intermediate	39.68%	13.21%	41.18%	10.17%	9.38%
Advanced	28.57%	43.40%	43.14%	59.32%	50%
Advanced High	28.57%	41.51%	9.80%	27.12%	40.62%
Listening Raw Score	0	0	19.75	23.49	20.75
Listening Scale Score	0	0	1590.61	1695.42	1585.44
Speaking Raw Score	0	0	23.12	26.92	28.72
Speaking Scale Score	0	0	1461.39	1550.66	1575.25

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Writing Raw Score	0	0	14.06	18.95	29.88
Writing Scale Score	0	0	1503.08	1531.39	1558.84
Reading Raw Score	0	0	16.61	23.15	25.25
Reading Scale Score	0	0	1509.84	1606.63	1623.59
Economic Disadvantage					
Total Students	3	2	1	1	1
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	100%	0%	0%	0%
1 Level Higher	0%	0%	100%	100%	100%
2 Levels Higher	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.33	2.55	2.8	3.3	4
No Rating	0%	0%	0%	0%	0%
Beginning	0%	0%	0%	0%	0%
Intermediate	33.33%	50%	0%	0%	0%
Advanced	66.67%	50%	100%	100%	0%
Advanced High	0%	0%	0%	0%	100%
Listening Raw Score	0	0	26	23	23
Listening Scale Score	0	0	1754	1648	1604
Speaking Raw Score	0	0	27	29	31
Speaking Scale Score	0	0	1541	1590	1613
Writing Raw Score	0	0	14	20	40
Writing Scale Score	0	0	1508	1550	1656
Reading Raw Score	0	0	11	24	31
Reading Scale Score	0	0	1450	1594	1703
Asian					
Total Students	59	50	47	57	31

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	10%	55.32%	35.09%	32.26%
1 Level Higher	0%	56%	17.02%	40.35%	32.26%
2 Levels Higher	0%	8%	0%	1.75%	3.23%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.77	3.24	2.59	3.13	3.21
No Rating	0%	0%	0%	0%	0%
Beginning	3.39%	2%	6.38%	3.51%	0%
Intermediate	38.98%	10%	38.30%	10.53%	9.68%
Advanced	28.81%	44%	44.68%	61.40%	48.39%
Advanced High	28.81%	44%	10.64%	24.56%	41.94%
Listening Raw Score	0	0	19.79	23.37	20.74
Listening Scale Score	0	0	1589.19	1690.42	1585.97
Speaking Raw Score	0	0	23.04	26.79	28.71
Speaking Scale Score	0	0	1459	1547.96	1575.29
Writing Raw Score	0	0	14.21	18.82	30
Writing Scale Score	0	0	1505.81	1529.47	1559.84
Reading Raw Score	0	0	16.57	22.98	25.29
Reading Scale Score	0	0	1509.64	1601.39	1624.42
Black/African American					
Total Students	-	2	-	-	-
Date Taken	-	03/01/25	-	-	-
Lower/Same Level	-	100%	-	-	-
1 Level Higher	-	0%	-	-	-
2 Levels Higher	-	0%	-	-	-
3 Levels Higher	-	0%	-	-	-
TELPAS Composite Score	-	2	-	-	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
No Rating	-	0%	-	-	-
Beginning	-	0%	-	-	-
Intermediate	-	100%	-	-	-
Advanced	-	0%	-	-	-
Advanced High	-	0%	-	-	-
Listening Raw Score	-	0	-	-	-
Listening Scale Score	-	0	-	-	-
Speaking Raw Score	-	0	-	-	-
Speaking Scale Score	-	0	-	-	-
Writing Raw Score	-	0	-	-	-
Writing Scale Score	-	0	-	-	-
Reading Raw Score	-	0	-	-	-
Reading Scale Score	-	0	-	-	-
Hispanic					
Total Students	2	1	-	1	-
Date Taken	03/01/25	03/01/25	-	03/01/25	-
Lower/Same Level	0%	100%	-	0%	-
1 Level Higher	0%	0%	-	100%	-
2 Levels Higher	0%	0%	-	0%	-
3 Levels Higher	0%	0%	-	0%	-
TELPAS Composite Score	1.9	2.8	-	3.8	-
No Rating	0%	0%	-	0%	-
Beginning	0%	0%	-	0%	-
Intermediate	100%	0%	-	0%	-
Advanced	0%	100%	-	0%	-
Advanced High	0%	0%	-	100%	-
Listening Raw Score	0	0	-	27	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Listening Scale Score	0	0	-	1838	-
Speaking Raw Score	0	0	-	30	-
Speaking Scale Score	0	0	-	1615	-
Writing Raw Score	0	0	-	23	-
Writing Scale Score	0	0	-	1593	-
Reading Raw Score	0	0	-	34	-
Reading Scale Score	0	0	-	1944	-
Two or More Races					
Total Students	-	-	2	-	1
Date Taken	-	-	03/01/25	-	03/01/25
Lower/Same Level	-	-	50%	-	100%
1 Level Higher	-	-	0%	-	0%
2 Levels Higher	-	-	0%	-	0%
3 Levels Higher	-	-	0%	-	0%
TELPAS Composite Score	-	-	2.55	-	3
No Rating	-	-	0%	-	0%
Beginning	-	-	0%	-	0%
Intermediate	-	-	50%	-	0%
Advanced	-	-	50%	-	100%
Advanced High	-	-	0%	-	0%
Listening Raw Score	-	-	21	-	21
Listening Scale Score	-	-	1649	-	1569
Speaking Raw Score	-	-	25	-	29
Speaking Scale Score	-	-	1506	-	1574
Writing Raw Score	-	-	10.5	-	26
Writing Scale Score	-	-	1434	-	1528
Reading Raw Score	-	-	16	-	24

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Reading Scale Score	-	-	1504.5	-	1598
White					
Total Students	2	-	2	1	-
Date Taken	03/01/25	-	03/01/25	03/01/25	-
Lower/Same Level	0%	-	100%	0%	-
1 Level Higher	0%	-	0%	100%	-
2 Levels Higher	0%	-	0%	0%	-
3 Levels Higher	0%	-	0%	0%	-
TELPAS Composite Score	3.25	-	2.25	3.5	-
No Rating	0%	-	0%	0%	-
Beginning	0%	-	0%	0%	-
Intermediate	0%	-	100%	0%	-
Advanced	50%	-	0%	0%	-
Advanced High	50%	-	0%	100%	-
Listening Raw Score	0	-	17.5	27	-
Listening Scale Score	0	-	1565.5	1838	-
Speaking Raw Score	0	-	23	31	-
Speaking Scale Score	0	-	1473	1640	-
Writing Raw Score	0	-	14	22	-
Writing Scale Score	0	-	1508	1579	-
Reading Raw Score	0	-	18	22	-
Reading Scale Score	0	-	1520	1568	-
Currently Emergent Bilingual					
Total Students	63	53	51	59	32
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	15.09%	56.86%	33.90%	34.38%
1 Level Higher	0%	52.83%	15.69%	42.37%	31.25%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
2 Levels Higher	0%	7.55%	0%	1.69%	3.12%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.76	3.19	2.58	3.15	3.21
No Rating	0%	0%	0%	0%	0%
Beginning	3.17%	1.89%	5.88%	3.39%	0%
Intermediate	39.68%	13.21%	41.18%	10.17%	9.38%
Advanced	28.57%	43.40%	43.14%	59.32%	50%
Advanced High	28.57%	41.51%	9.80%	27.12%	40.62%
Listening Raw Score	0	0	19.75	23.49	20.75
Listening Scale Score	0	0	1590.61	1695.42	1585.44
Speaking Raw Score	0	0	23.12	26.92	28.72
Speaking Scale Score	0	0	1461.39	1550.66	1575.25
Writing Raw Score	0	0	14.06	18.95	29.88
Writing Scale Score	0	0	1503.08	1531.39	1558.84
Reading Raw Score	0	0	16.61	23.15	25.25
Reading Scale Score	0	0	1509.84	1606.63	1623.59
Special Ed Indicator					
Total Students	-	3	10	4	1
Date Taken	-	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	-	33.33%	80%	75%	100%
1 Level Higher	-	33.33%	10%	25%	0%
2 Levels Higher	-	0%	0%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%
TELPAS Composite Score	-	2.37	2.06	2.05	2.3
No Rating	-	0%	0%	0%	0%
Beginning	-	33.33%	20%	50%	0%
Intermediate	-	33.33%	60%	25%	100%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Advanced	-	0%	20%	25%	0%
Advanced High	-	33.33%	0%	0%	0%
Listening Raw Score	-	0	14.5	11.5	14
Listening Scale Score	-	0	1392.9	1497.75	1482
Speaking Raw Score	-	0	20.1	19.25	28
Speaking Scale Score	-	0	1317.7	1423.5	1554
Writing Raw Score	-	0	11.4	10.5	20
Writing Scale Score	-	0	1462.2	1388	1454
Reading Raw Score	-	0	12	15.25	15
Reading Scale Score	-	0	1456.8	1485	1498

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Richard J. Lee Elementary			
Total Students	133	133	117
Raw Score	36	27	39
Scale Score	1614	1623	1713
Percent Score	69.45%	74.31%	75.18%
Approaches Grade Level (TX)	96.24%	94.74%	97.44%
Meets Grade Level (TX)	82.71%	81.95%	88.89%
Masters Grade Level (TX)	54.14%	50.38%	64.10%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	3.01%	1.50%	2.56%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Did Not Meet High	0.75%	3.76%	0%
Approaches Low	3.76%	3.01%	2.56%
Approaches High	9.77%	9.77%	5.98%
Meets	28.57%	31.58%	24.79%
Masters	54.14%	50.38%	64.10%
Economic Disadvantage			
Total Students	5	5	4
Raw Score	39	27	26
Scale Score	1723	1617	1517
Percent Score	74.62%	74.05%	50%
Approaches Grade Level (TX)	100%	100%	75%
Meets Grade Level (TX)	80%	80%	50%
Masters Grade Level (TX)	60%	40%	25%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	25%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	20%	20%	25%
Meets	20%	40%	25%
Masters	60%	40%	25%
American Indian/Alaskan Native			
Total Students	-	-	2
Raw Score	-	-	40
Scale Score	-	-	1714
Percent Score	-	-	75.96%
Approaches Grade Level (TX)	-	-	100%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Meets Grade Level (TX)	-	-	100%
Masters Grade Level (TX)	-	-	50%
Date Taken	-	-	05/01/25
Excluded	-	-	0%
Did Not Meet Low	-	-	0%
Did Not Meet High	-	-	0%
Approaches Low	-	-	0%
Approaches High	-	-	0%
Meets	-	-	50%
Masters	-	-	50%
Asian			
Total Students	111	111	102
Raw Score	37	28	39
Scale Score	1626	1640	1720
Percent Score	70.74%	76.07%	75.81%
Approaches Grade Level (TX)	95.50%	95.50%	98.04%
Meets Grade Level (TX)	85.59%	84.68%	89.22%
Masters Grade Level (TX)	59.46%	54.96%	64.71%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	3.60%	1.80%	1.96%
Did Not Meet High	0.90%	2.70%	0%
Approaches Low	3.60%	2.70%	2.94%
Approaches High	6.31%	8.11%	5.88%
Meets	26.13%	29.73%	24.51%
Masters	59.46%	54.96%	64.71%
Black/African American			

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Total Students	5	5	5
Raw Score	35	20	31
Scale Score	1589	1446	1585
Percent Score	67.31%	53.51%	60%
Approaches Grade Level (TX)	100%	60%	80%
Meets Grade Level (TX)	80%	60%	60%
Masters Grade Level (TX)	40%	0%	60%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	20%
Did Not Meet High	0%	40%	0%
Approaches Low	20%	0%	0%
Approaches High	0%	0%	20%
Meets	40%	60%	0%
Masters	40%	0%	60%
Hispanic			
Total Students	3	3	2
Raw Score	35	26	36
Scale Score	1592	1566	1642
Percent Score	67.31%	71.17%	69.23%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	66.67%	100%	100%
Masters Grade Level (TX)	33.33%	33.33%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Approaches Low	0%	0%	0%
Approaches High	33.33%	0%	0%
Meets	33.33%	66.67%	100%
Masters	33.33%	33.33%	0%
Two or More Races			
Total Students	2	2	1
Raw Score	31	21	46
Scale Score	1517	1459	1822
Percent Score	58.65%	56.76%	88.46%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	50%	50%	100%
Masters Grade Level (TX)	50%	0%	100%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	50%	50%	0%
Meets	0%	50%	0%
Masters	50%	0%	100%
White			
Total Students	12	12	5
Raw Score	32	26	40
Scale Score	1539	1577	1710
Percent Score	60.74%	70.50%	76.92%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	66.67%	66.67%	100%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Masters Grade Level (TX)	16.67%	41.67%	80%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	8.33%	0%
Approaches High	33.33%	25%	0%
Meets	50%	25%	20%
Masters	16.67%	41.67%	80%
Currently Emergent Bilingual			
Total Students	58	58	32
Raw Score	32	25	35
Scale Score	1540	1571	1642
Percent Score	61.04%	68.55%	66.71%
Approaches Grade Level (TX)	91.38%	91.38%	93.75%
Meets Grade Level (TX)	72.41%	74.14%	75%
Masters Grade Level (TX)	34.48%	32.76%	43.75%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	6.90%	3.45%	6.25%
Did Not Meet High	1.72%	5.17%	0%
Approaches Low	6.90%	5.17%	3.12%
Approaches High	12.07%	12.07%	15.62%
Meets	37.93%	41.38%	31.25%
Masters	34.48%	32.76%	43.75%
First Year of Monitoring			
Total Students	4	4	9

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Raw Score	38	29	43
Scale Score	1621	1629	1766
Percent Score	72.60%	79.05%	82.48%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%
Masters Grade Level (TX)	50%	75%	88.89%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	50%	25%	11.11%
Masters	50%	75%	88.89%
Second Year of Monitoring			
Total Students	8	8	9
Raw Score	43	31	44
Scale Score	1728	1717	1784
Percent Score	83.41%	83.78%	84.19%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%
Masters Grade Level (TX)	87.50%	75%	77.78%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Approaches High	0%	0%	0%
Meets	12.50%	25%	22.22%
Masters	87.50%	75%	77.78%
Third Year of Monitoring			
Total Students	-	-	-
Raw Score	-	-	-
Scale Score	-	-	-
Percent Score	-	-	-
Approaches Grade Level (TX)	-	-	-
Meets Grade Level (TX)	-	-	-
Masters Grade Level (TX)	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
Special Ed Indicator			
Total Students	12	12	6
Raw Score	24	20	23
Scale Score	1419	1453	1483
Percent Score	45.19%	54.28%	43.91%
Approaches Grade Level (TX)	75%	66.67%	83.33%
Meets Grade Level (TX)	33.33%	41.67%	33.33%
Masters Grade Level (TX)	8.33%	25%	16.67%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	25%	16.67%	16.67%
Did Not Meet High	0%	16.67%	0%
Approaches Low	0%	8.33%	50%
Approaches High	41.67%	16.67%	0%
Meets	25%	16.67%	16.67%
Masters	8.33%	25%	16.67%

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

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

Student Learning Strengths

Student Learning Strengths (TELPAS 2025)

- A majority of Emergent Bilingual learners in **Grades 3–5 (86–90%) scored Advanced or Advanced High**, showing strong English language acquisition by upper grades.

- **More than 40% of EB learners in Grades 1, 3, and 5 advanced at least one proficiency level** in 2025, reflecting effective language supports and instruction.

- **Listening and Speaking are strong foundational skills**, with scale scores consistently above 1550 by Grades 3–5, supporting overall communication growth.

- **Reading proficiency strengthens over time**, with scale scores rising steadily each grade and peaking in Grade 5 at **1651**, indicating strong comprehension development.

- **Writing scores show steady growth** into upper grades, with 4th–5th graders averaging near **1557**, demonstrating effective writing instruction.

- **Economically disadvantaged EB learners showed 100% growth (Grades 2–4)**, including one reaching **Advanced High**, highlighting successful equity-focused supports.

- **Small subgroups (Hispanic, White, Multi-racial)** demonstrated notable success, with individual learners reaching **Advanced or Advanced High**, showing the effectiveness of individualized supports.

- **Kindergarten TELPAS results set a strong foundation**, with nearly 60% already at Advanced or Advanced High, positioning students for continued growth.

Student Learning Strengths (STAAR 2025)

- **High overall achievement:** ≥90% Approaches in all tested subjects/grades.

- **Strong proficiency:** Most areas at or above 80% Meets (Gr4 RLA 89%, Gr5 RLA 85%).

- **High mastery:** RLA Masters – Gr3 54%, Gr4 64%, Gr5 69%; Math Masters – Gr3 50%, Gr4 63%, Gr5 65%.

- **Grade-level highlights:**

  - Gr3 strong foundation – 96% RLA Approaches, 95% Math Approaches.

  - Gr4 momentum – 97% RLA Approaches, 94% Math Approaches.

  - Gr5 culmination – 94% RLA Approaches, 95% Math Approaches, 90% Science Approaches.

- **EB progress:** Current EB Meets 69–75% with Masters up to 44%; Former EB (Monitoring) 100% Approaches/Meets, Masters 75–100%.

- **Subgroup success:** American Indian/Alaskan Native, Two or More Races, and White students show 100% Approaches with many at Masters.

- **Equity strength:** Economically Disadvantaged students 100% Approaches in Gr3 RLA/Math, with Masters up to 60%.

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2 (Prioritized): There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.
Root Cause: Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups,

Problem Statement 3: There is a need to continue our efforts with CCMR including: increased CTE endorsements/enrichment opportunities, increased dual credit opportunities and increased TSIA participation (as needed) through Texas College Bridge opportunities.
Root Cause: Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation,

Problem Statement 4 (Prioritized): There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth.
Root Cause: Inconsistencies still exist within full implementation of curriculum and instructional resources,

Problem Statement 5 (Prioritized): There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.
Root Cause: Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

Problem Statement 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 Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional),
Root Cause: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth,

School Processes & Programs

School Processes & Programs Summary

Richard J. Lee Elementary was intentionally designed to include five vertical families of kindergarten through fifth grade where learners have the opportunity to collaborate and engage with each other. These vertical families, called houses, provide opportunities for multi-age learning and relationship building. Both the physical and virtual environments support these opportunities. Flexible furnishings and spaces allow for educators, called designers, to transform areas for learning, keeping lesson design in mind. Learners have voice and choice in where and how they learn based on individual needs. The flexible learning environment of our building also includes our eco-pond area, outdoor learning pavilion, and raised bed gardens. Features such as solar panels turn our school into a learning tool.

Technology-infused learning helps our students customize their learning, become savvy consumers and producers of content, and obtain instant and specific feedback. Learners and all staff have 1:1 access to technology. Consistent support is provided by our Learning Coaches, as well as our Media Specialist. Learners take part in lessons on digital citizenship throughout the year. As an Apple Distinguished School, we have ongoing support from Apple Professional Learning and opportunities for educators to attend Teacher Tuesdays at Apple to learn new instructional strategies related to technology. We also have three certified Apple Learning Coaches.

Challenge Based Learning's (CBL) curriculum framework, and the infusion of multidisciplinary content is at the core of our campus beliefs. The content is connected to big ideas, essential questions, challenges, and actionable solutions designed by learners.

Richard J. Lee Elementary is in its 11th year of implementing the Professional Learning Community (PLC) model. This includes the creation of a vertical schedule with built-in time for designers to collaborate. Designers participate in ongoing professional learning within their PLCs and are supported by administrators and the campus instructional coach, GT Specialist, and ESL Facilitators. Multiple opportunities are provided throughout the year for professional learning in all subject areas. State funds support this growth, as well as dedicated time during staff meetings to learn in areas related to each educator's personal goals or needs.

Our profile of an educator has become an important tool in the hiring process and has helped us calibrate and recruit highly qualified educators. We currently have 32 grade-level sections and 70 total campus staff members. We also house two Special Education special programs: Active Learning and Practical Learning.

A focus on learner-centeredness on our campus also extends into our Special Education programs. We conduct learner-led ARDs and focus on time for inclusion. Each Special Education learner is part of one of our five houses.

School Processes & Programs Strengths

School Processes & Procedures Strengths

- **Innovative learning design:** Five vertical K–5 "houses" foster multi-age collaboration, relationships, and learner-centered experiences.

- **Flexible, future-ready environment:** Movable furnishings, outdoor spaces (eco-pond, pavilion, gardens), and solar panels support hands-on, adaptable, and sustainable learning.

- **Technology-rich culture:** 1:1 access for all learners and staff; strong digital citizenship instruction; designation as an **Apple Distinguished School** with certified Apple Learning Coaches and ongoing professional learning.

- **Challenge Based Learning (CBL):** Curriculum framework emphasizes big ideas, essential questions, and actionable learner-driven solutions across disciplines.

- **Strong Professional Learning Community (PLC):** Eleven years of implementation with built-in vertical collaboration time, supported by administrators, coaches, and

specialists.

- **Ongoing professional growth:** Multiple, sustained opportunities for teacher learning through PLCs, Apple partnerships, staff meetings, and targeted state-funded PD.

- **Strategic hiring practices:** Use of an educator profile ensures recruitment of highly qualified staff aligned to campus beliefs and practices.

- **Inclusive Special Education programs:** Learner-led ARDs, emphasis on inclusion, and integration of all Special Education learners into house structures strengthen equity and belonging.

Problem Statements Identifying School 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 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 3: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc.
Root Cause: Lack of funding from the state and sustainability for future needs and decline in learner enrollment.

Problem Statement 4 (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 5 (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 6 (Prioritized): There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion).
Root Cause: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA.

Problem Statement 7 (Prioritized): There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning).
Root Cause: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training.

Problem Statement 8 (Prioritized): There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.
Root Cause: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

Perceptions

Perceptions Summary

Richard J. Lee Elementary works to ensure our school is a place where all families feel welcome. We know that family involvement is important for learner success, and we strive to create a climate that is responsive to our parent and learner needs. With a high number (41%) of Emergent Bilinguals (EBs), and our mobile population (17.71% which is 10.89% higher than the district average), we are culturally sensitive to the needs of families moving in from other parts of the United States and from other countries. Families are warmly welcomed in the front office and are provided opportunities to learn about our school. We systemically communicate with parents with weekly grade-level newsletters, weekly PTO newsletters, and daily social media posts on Twitter (@NetZeroLee), Instagram, and Facebook. All staff members showcase learning on a consistent basis through Parent Square. Multiple family involvement events are hosted throughout the year including our Back to School Bus Tour through our neighborhoods, Trunk or Treat, FamiLEE Game Night, FamiLEE STEAM Night, Spring FamiLEE picnic, and learner-led conferences.

Our annual school themes promote a positive and connected culture, with this year's theme, *"Game On – Let's Go Spurs,"* reinforcing community pride and school engagement. Educators greet and send off learners daily, and each morning begins with community-building meetings in every House and grade level. Through our vertical system, learners build cross-grade relationships, mentor one another, and provide both social and academic support. The master schedule also prioritizes time for grade-level collaboration. Our educator retention rate is higher than the district average, reflecting strong staff commitment. Results from the Panorama staff survey highlight that in the area of feedback and coaching, Lee scored 21% above the district average, a result of intentional, evidence-based feedback tied to teacher goals; in the area of school climate, Lee scored 19% higher than the district average, marking a steady climb and a 14% increase since fall 2021. Parent perception data is equally strong: 82% of families believe the school is meeting their child's developmental needs (our highest rating since fall 2020), 98% responded favorably about the positive relationships their children have with staff, and 71% reported a tremendous amount of respect, both of which increased from last year.

Richard J Lee Elementary continues to be designated a Kindness Certified School and awarded the TEPSA Student Leadership Award for our focus and promotion of leadership opportunities throughout the school year. Each classroom creates respect agreements that are a relationship-first approach to strengthen, support, and sustain a positive learning environment. This tool focuses on three to four expectations in each quadrant and the agreement is re-evaluated every nine-week grading period. This contract ensures every learner feels seen, heard, and valued.

Learners are empowered to use their voice to contribute to campus decision-making and to create actionable solutions in the real world through Challenge Based Learning (CBL). Our LEEdership council is comprised of a learner from every classroom, Kindergarten through 5th grade. These learners are ambassadors for our building. They serve as liaisons between campus administration and classrooms, and they help solve problems both on campus and at the global level. Learners frequently make appointments with campus administration to share ideas and receive feedback regarding their actionable solutions to problems. Since the start of Zoom/virtual PTO meetings, attendance from parents is generally around 60-75+ families joining in the monthly meetings.

Perceptions Strengths

Perception Strengths

- Families feel welcome and supported through a culturally responsive climate that meets the needs of a highly diverse (41% EB) and mobile (17.7%) population.

- Strong communication systems include weekly grade-level and PTO newsletters, daily social media updates, and consistent staff use of ParentSquare to showcase learning.

- Multiple, well-attended family engagement events (e.g., Back to School Bus Tour, FamiLEE Game Night, STEAM Night, learner-led conferences) strengthen home-school partnerships.

- Annual school themes (2024–25: *"Game On – Let's Go Spurs"*) foster pride, connection, and engagement across the community.

- Daily greetings, morning meetings, and vertical "house" systems build cross-grade relationships, mentoring, and a sense of belonging.

- Educator retention rate is above the district average, reflecting a stable and committed staff.

- Panorama survey results demonstrate high staff satisfaction: 21% above district average in feedback/coaching and 19% above in school climate, with a 14% increase since 2021.

- Parent perception data is very strong: 82% say developmental needs are being met (highest since 2020), 98% report positive staff relationships, and 71% indicate tremendous respect. All increases from prior years.

- Campus is recognized as a Kindness Certified School and recipient of the TEPSA Student Leadership Award, validating a culture of kindness and leadership.

- Respect Agreements in every classroom promote a relationship-first approach, ensuring learners feel seen, heard, and valued.

- Learners have voice and leadership opportunities through Challenge Based Learning (CBL) and the LEEdership Council (K–5 ambassadors), contributing to both campus and global problem-solving.

- High parent engagement in decision-making and school life, with 60–75+ families regularly attending virtual PTO meetings.

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 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 3: 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 4: There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.
Root Cause: Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

Problem Statement 5 (Prioritized): There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.
Root Cause: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

Problem Statement 6 (Prioritized): There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.
Root Cause: Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).

Priority Problem Statements

Problem Statement 1: There is a need to continue providing a strong 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: Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups,

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth.

Root Cause 3: Inconsistencies still exist within full implementation of curriculum and instructional resources,

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.

Root Cause 4: Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.

Root Cause 5: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

Problem Statement 5 Areas: Perceptions

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 Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional),

Root Cause 7: Inconsistencies exist with full 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: School Processes & Programs

Problem Statement 9: 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 9: Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion).

Root Cause 10: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is a need to continue revisiting and improving efforts with safety and security for the district.

Root Cause 11: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.

Root Cause 12: Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.

Root Cause 13: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences.

Problem Statement 13 Areas: Demographics

Problem Statement 14: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.

Root Cause 14: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning).

Root Cause 15: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: 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 16: Continued need to build/expand resources/programs.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Root Cause 17: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: 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 18: Lack of individuals choosing to work in public education.

Problem Statement 18 Areas: Perceptions

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 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- 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
- Equity data
- T-TESS data
- T-PESS 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

Goal 1: Personal Growth and Experiences: At Lee Elementary, we will achieve our full potential by learning at high levels and taking ownership of our learning.

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

HB3 Goal

Evaluation Data Sources: - STAAR data
- MAP data
- Response to Intervention data and progress monitoring in Student Success Platform
- Multi-Tiered Systems of Support
- TELPAS data
- Learning Academies
- Professional Learning opportunities
- Team Time agendas
- TTESS Walkthrough and observations
- Campus Learning Walks

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: By May 2026, instructional leaders (Administrators, LAS, GTi, Director of ESL and Bilingual Programs, Learning Coach, and Teacher Leaders) will provide a minimum of four professional learning sessions and ongoing coaching supports for classroom educators to strengthen Tier I instructional practices. The professional learning will specifically focus on implementing small group instruction and using engagement strategies in the classroom.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Stronger Core Instruction (Tier I): -More consistent, high-quality teaching practices across classrooms. -Increased learner engagement and access to grade-level content. Effective Small Group Instruction: -Educators use flexible "cross- house and cross grade" groups to target specific learner needs. -Learners receive more personalized support and enrichment opportunities. Data-Driven Decision Making: -Teachers consistently use formative assessments to guide instructional adjustments. -Instruction is responsive, timely, and tailored to learner progress. Improved Learner Outcomes: -Growth in academic achievement as measured by classroom data, MAP, TELPAS, and STAAR. -Reduced gaps for struggling learners through proactive support. Teacher Capacity & Confidence: -Educators build skill in differentiating instruction and analyzing formative data. -A stronger culture of reflection and continuous improvement among staff. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** Student Learning 1, 2, 4, 5, 7				

Strategy 2 Details	Reviews			
Strategy 2: By June 2029, the percentage of 3rd grade students at Lee Elementary earning Meets Grade Level or above on the STAAR Reading test will increase from 83% (June 2024 baseline) to 93%, as measured by annual STAAR Reading assessment results. This growth will be achieved through the intentional use of small group instruction and formative assessment to monitor progress, target interventions, and personalize learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Student Achievement - 3rd grade learners show steady growth in reading, with Meets Grade Level performance increasing from 83% to 93% by June 2029. - Achievement gaps among subgroups narrow as targeted interventions support at-risk learners. Closing Achievement Gaps -Growth for historically underperforming groups, ensuring equity in reading outcomes across demographics (e.g., Emergent Bilinguals, students receiving special education services). -Increased access to grade-level texts and comprehension strategies for all learners. Strengthened Core Instruction -Consistent use of Tier I best practices, small group instruction, and formative assessments to monitor and support reading growth. -Teachers intentionally adjusting instruction to meet learner needs based on ongoing data. Increased Learner Engagement -Students demonstrate greater confidence, stamina, and independence as readers. -A stronger schoolwide reading culture that values goal setting, reflection, and growth. Long-Term Academic Readiness -Learners leave 3rd grade with stronger literacy foundations, increasing their chances for success in upper grades and overall academic achievement. Enhanced Parent Engagement -Provide "just right" reading materials for learners to take home, empowering parents to support reading practice effectively. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** Student Learning 1, 2, 4, 5, 7				

Strategy 3 Details	Reviews			
Strategy 3: By June 2029, the percentage of 3rd grade students at Lee Elementary earning Meets Grade Level or above on the STAAR Math test will increase from 85% (June 2024 baseline) to 95%, as measured by annual STAAR Math assessment results. This growth will be achieved through the intentional use of the Math Workshop model to provide differentiated small-group instruction and by embedding justification strategies that strengthen students' ability to explain their mathematical thinking.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Student Achievement - The percentage of 3rd grade students meeting or exceeding grade-level expectations in Math increases from 85% to 95% by June 2029.				

- Achievement gaps among learner subgroups narrow as targeted small-group instruction supports individual needs.

Effective Use of Math Workshop Model
- Learners engage in differentiated small-group instruction that addresses foundational skills, problem-solving, and enrichment.
- Teachers maximize instructional time by rotating groups and personalizing learning experiences.

Stronger Mathematical Reasoning
- Students develop deeper conceptual understanding through justification strategies, explaining and defending their thinking.
- Increased student confidence and ability to communicate reasoning both orally and in writing.

Data-Driven Instruction
- Teachers use formative assessments within the workshop model to adjust instruction in real time.
- Instruction is responsive, ensuring learners stay on track toward mastery of grade-level standards.

Teacher Growth & Capacity
- Educators build expertise in implementing the Math Workshop model and teaching justification strategies with fidelity.
- PLC collaboration deepens around analyzing data, designing small groups, and sharing best practices.

Closing Achievement Gaps
-Increased performance among historically underperforming student groups (e.g., Emergent Bilinguals, students receiving special education services).
-More equitable access to grade-level math content and problem-solving strategies.

Strengthened Core Math Instruction
-Consistent use of Tier I best practices, small group instruction, and ongoing formative assessment to adjust teaching.
-Stronger focus on conceptual understanding, fact fluency, and real-world problem solving.

Enhanced Parent Engagement
-Families are equipped with resources (e.g., "FamiLEE Choice Boards") to support authentic/real world math learning at home.
-Stronger school-home partnerships around student growth and success in math.
Staff Responsible for Monitoring: Campus Administrators, Campus Support Personnel, Educators

Problem Statements: Student Learning 1, 2, 4, 5, 7

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Strengthen mentor training and support systems for new staff at Lee by providing intentional, campus-specific onboarding for both first- and second-year team members, ensuring alignment to campus structures and contributing to overall learner and staff growth.	**Nov**	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Stronger Staff Retention & Satisfaction
- New staff feel welcomed, supported, and connected to Lee's culture and expectations.
- Increased job satisfaction leads to higher retention of quality educators.

Consistent Implementation of Campus Structures
- First- and second-year staff demonstrate confidence in applying Lee's systems, routines, and instructional practices.
- Greater consistency across classrooms and grade levels benefits learners and families.

Professional Growth & Capacity Building
- Staff build skills and confidence through mentoring, coaching, and structured support.
- New educators transition more quickly from "survival" to effectiveness, accelerating their professional growth.

Positive Impact on Learners
- Learners experience smoother classroom environments and stronger instructional practices.
- Improved academic, social, and behavioral outcomes tied to effective teaching and consistent expectations.

Collaborative Culture
- A stronger sense of community and teamwork among staff, with mentors and new teachers learning from one another.
- Sustained culture of growth mindset and collective responsibility for learner success.

Staff Responsible for Monitoring: Campus Administrators, Campus Support Personnel, Educators

Problem Statements: School Processes & Programs 1, 8 - Perceptions 2

Strategy 5 Details	Reviews			
Strategy 5: At Lee, we will establish clear structures and processes for intentional learning walks designed to observe and reflect on strategies that support both academic achievement and social-emotional growth.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Instructional Practices - Teachers receive timely, specific feedback that strengthens both academic and social-emotional strategies in the classroom. - Greater alignment of instructional practices across grade levels and content areas. Enhanced Professional Learning Culture -Learning walks foster collaboration, reflection, and shared responsibility for student growth. - Educators view observations as opportunities for growth rather than evaluation. Positive Student Outcomes - Learners benefit from consistent, high-quality instruction that addresses both academic achievement and social-emotional needs. - Increased student engagement, confidence, and overall well-being. Data-Informed Decision Making - Patterns observed during learning walks guide professional development and targeted support. - Campus leaders and teachers use evidence from learning walks to continuously refine instructional practices. Strengthened Campus Culture - Builds a collective commitment to ongoing improvement and alignment with Lee's vision of whole-child success. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** Student Learning 1, 2, 4, 7 - School Processes & Programs 8 - Perceptions 2				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments,
Problem Statement 2: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention. **Root Cause**: Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups,
Problem Statement 4: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth. **Root Cause**: Inconsistencies still exist within full implementation of curriculum and instructional resources,

Student Learning
Problem Statement 5: There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners. **Root Cause**: Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.
Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional), **Root Cause**: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth,

School 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 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. **Root Cause**: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

Perceptions
Problem Statement 2: 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: At Lee Elementary, we 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			
Strategy 1: Lee Elementary will strengthen and refine implementation of the district-wide Professional Learning Communities (PLCs) framework by ensuring clear expectations for collaboration, data analysis, and action planning. Educators will engage in regularly scheduled PLC meetings to analyze both qualitative and quantitative data, identify learner needs, and design targeted interventions and enrichments that address academic, behavioral, and social-emotional growth. **Strategy's Expected Result/Impact:** Improved Learner Outcomes -Increased academic achievement through targeted interventions and enrichments. -More consistent support for behavioral and social-emotional needs. Data-Informed Instruction -Teachers regularly use qualitative and quantitative data to adjust instruction. -Instructional decisions are proactive rather than reactive. Collaborative Culture -Stronger teacher collaboration and shared accountability for learner success. -Consistency across grade levels and content areas in instructional practices. Equity of Support -Learners with academic, behavioral, or social-emotional challenges receive timely and appropriate interventions. -High-achieving learners are provided with meaningful enrichment opportunities. Professional Growth -Teachers develop greater capacity in data analysis and responsive instruction. -A shared sense of purpose and clarity around the PLC process increases staff effectiveness and confidence. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** Student Learning 1, 2, 4, 5, 7 - School Processes & Programs 1, 8	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing, job-embedded training on effective data analysis protocols (including NWEA MAP, AWARE, Panorama, etc.) to support Lee educators in using data to inform instruction, share best practices, and intervene with learners vertically and horizontally.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Instructional Decisions - Educators use data consistently and effectively to adjust instruction based on learner needs. - Instruction becomes more targeted, responsive, and equitable. Increased Student Achievement - Learners demonstrate academic growth as instruction is tailored to both strengths and gaps. - Reduced performance gaps across subgroups through intentional intervention and enrichment. Collaborative Professional Culture - Teachers regularly share best practices and success stories, creating a culture of learning and collective responsibility. - PLCs are strengthened through structured, data-driven discussions. Enhanced Teacher Capacity - Staff gain confidence and skill in interpreting multiple data sources (NWEA MAP, AWARE, Panorama, etc.). - Educators deepen their ability to use both quantitative and qualitative data to guide decisions. Continuous Improvement Cycle - Data informs not only instruction but also professional learning, intervention planning, and campus goals. - Successes are celebrated, reinforcing momentum and a growth mindset. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** Student Learning 1, 2, 4, 5, 7 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Lee Elementary will utilize State Compensatory Education funds to review data and provide targeted academic, social-emotional, and behavioral supports, with a specific focus on addressing the needs of at-risk learners.	**Nov**	**Feb**	**Apr**	**June**

Strategy 3: Lee Elementary will utilize State Compensatory Education funds to review data and provide targeted academic, social-emotional, and behavioral supports, with a specific focus on addressing the needs of at-risk learners.

Strategy's Expected Result/Impact: Improved Academic Achievement
- At-risk learners show measurable growth in core subjects through targeted instructional support.
- Achievement gaps are reduced across grade levels and student subgroups.

Strengthened Social-Emotional Well-Being
- Learners demonstrate increased self-regulation, confidence, and resilience.
- Improved learner engagement and sense of belonging within the school community.

Positive Behavioral Outcomes
- Decreased office referrals and behavioral incidents due to proactive supports.
- Learners exhibit stronger decision-making and interpersonal skills.

Equitable Access to Support
- At-risk learners receive timely interventions tailored to their specific needs.
- Resources are strategically allocated to ensure all students have the opportunity to succeed.

Long-Term Student Success
- Increased promotion and retention rates for at-risk learners.
- Stronger readiness for future academic and life challenges.

Staff Responsible for Monitoring: Campus Administrators, Campus Support Personnel, Educators

Problem Statements: Student Learning 1, 2, 4, 5, 7 - School Processes & Programs 5, 6, 8 - Perceptions 1
Funding Sources: - 199 - State Comp Ed - 199-11-6112-00-112-24-000 - $2,695

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: By May 2026, through intentional professional learning, coaching, and resources, Lee Elementary educators will create language-rich classrooms that ensure equitable access to rigorous academic content for all Emergent Bilingual learners. Success will be measured by increasing 5th grade Emergent Bilingual performance to 98% in Math, 80% in Science, and 87% in Reading, as evidenced by state and district assessment results.	**Nov**	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Improved Student Outcomes
- Emergent Bilingual learners demonstrate measurable growth in English language proficiency (listening, speaking, reading, and writing).
- Increased percentage of EB students meeting or exceeding grade-level expectations on STAAR and other assessments.

Language-Rich Classrooms
- Teachers intentionally embed vocabulary development, structured conversations, and academic language in daily instruction.
- Classrooms reflect equitable opportunities for learners to use language in authentic, meaningful ways.

Teacher Growth & Capacity
- Educators demonstrate increased confidence and skill in scaffolding rigorous content for EB learners.
- Consistency in implementation of best practices across grade levels and content areas.

Closing Achievement Gaps
- Narrowed performance gaps between EB learners and non-EB peers.
- Higher levels of participation and success in advanced coursework over time.

Enhanced Parent & Community Engagement
- Families feel empowered to support language development at home.
- Stronger connections between school, home, and community resources.

Staff Responsible for Monitoring: Campus Administrators, Campus Support Personnel, Educators, Director of ESL and Bilingual, Language Acquisition Specialists

Problem Statements: Student Learning 1, 2, 5, 7 - School Processes & Programs 1, 8

Strategy 5 Details	Reviews			
Strategy 5: Utilize the Lee Behavior Matrix and restorative practices to ensure consistent expectations, while implementing structures for data review and documentation of learner behavioral growth.	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5: Utilize the Lee Behavior Matrix and restorative practices to ensure consistent expectations, while implementing structures for data review and documentation of learner behavioral growth.

Strategy's Expected Result/Impact: Consistent Expectations Across Campus
- Learners experience clear, predictable behavioral expectations in all settings.
- Staff apply the Lee Behavior Matrix consistently, creating a unified approach to behavior.

Improved Student Behavior & Growth
- Reduction in office referrals and repeated behavior incidents.
- Learners demonstrate increased self-regulation, accountability, and social-emotional skills.

Restorative Culture
- Conflicts are addressed through restorative practices that rebuild relationships rather than punish.
- Increased sense of belonging and trust among learners and staff.

Data-Driven Decision Making
- Behavior data is regularly collected, reviewed, and used to guide interventions.
- Documentation shows individual learner growth over time in behavioral and social-emotional skills.

Positive Campus Climate
- Stronger connections between students and staff.

Strengthened Parent Partnership
- Parents are consistently informed and engaged in supporting positive behavior at home and school.
- Increased collaboration between staff and families builds shared responsibility for learner growth.

Staff Responsible for Monitoring: Campus Administrators, Campus Support Personnel, Educators

Problem Statements: School Processes & Programs 5 - Perceptions 1, 6

Strategy 6 Details	Reviews			
Strategy 6: Strengthen systems for monitoring learner attendance by improving communication with families and developing intentional intervention plans. Leverage the Panorama Playbook to implement targeted support strategies, while promoting a culture of attendance through campus competitions, themed days, and regular updates at PTO meetings.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Student Attendance - Increase in overall student attendance rates. - Reduction in chronic absenteeism across all grade levels. Targeted Support for At-Risk Learners - Early identification of attendance concerns allows for timely intervention. - Individualized attendance intervention plans support families in overcoming barriers. Stronger Family Partnerships - Parents are informed regularly about their child's attendance and understand its impact on learning. - Families collaborate with staff to problem-solve and support consistent attendance. Positive Campus Culture - Learners are motivated to attend school through engaging competitions and themed days. - Attendance is celebrated as a shared value within the FamiLEE community. Data-Informed Practices - Use of Panorama Playbook provides staff with evidence-based strategies to improve attendance. - Ongoing monitoring ensures accountability and continuous improvement. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** Demographics 4 - School Processes & Programs 6				

Strategy 7 Details	Reviews			
Strategy 7: Strengthen embedded supports for both intervention and enrichment at Lee Elementary by involving the GTI specialist in Team Time PLCs, Design Days, and Data Dives, ensuring GT perspectives and strategies are integrated into collaborative planning and instructional decision-making.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Integrated GT Support - GT perspectives and strategies become a natural part of planning, instruction, and assessment across grade levels. - Teachers feel more confident differentiating for both intervention and enrichment. Improved Student Outcomes - GT learners demonstrate growth through enriched, rigorous learning opportunities. - All learners benefit from strategies that support higher-order thinking, creativity, and problem-solving. Smooth Transition to Middle School - GT learners are better prepared for advanced coursework and expectations at the secondary level. - Families experience greater confidence in the continuity of GT services. Collaborative Professional Culture - GTI specialist serves as a thought partner in PLCs, Design Days, and Data Dives, fostering a culture of shared expertise. - Increased teacher capacity in designing lessons that balance remediation, grade-level instruction, and enrichment. Equitable Access to Opportunities - Learners identified for intervention or enrichment receive intentional, embedded supports within daily instruction. - GT services are aligned with broader campus systems to ensure no learner group is overlooked. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators, GTi Specialist **Problem Statements:** Student Learning 1, 5 - School Processes & Programs 8				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.   **Root Cause**: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences.

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

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**: Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups,

Problem Statement 4: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth. **Root Cause**: Inconsistencies still exist within full implementation of curriculum and instructional resources,

Problem Statement 5: There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners. **Root Cause**: Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional), **Root Cause**: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth,

School 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 5: 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 6: There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion). **Root Cause**: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA.

Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. **Root Cause**: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

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 6: There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans. **Root Cause**: Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).

Goal 2: Authentic Contributions: At Lee Elementary, we 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 have opportunities to participate in learning that is relationship driven, real world, engaging, allowing for choice and individual learning styles, hands-on, service oriented and that builds a sense of community.

> **Evaluation Data Sources:** - Curriculum documents
> - Panorama Survey data
> - Clubs/organizations offered at campuses
> - Lesson Design

Strategy 1 Details	Reviews			
Strategy 1: Continue building and strengthening STEAM (Science, Technology, Engineering, Art, and Mathematics) implementation at Lee Elementary. Emphasize the engineering design process and exposure to STEAM-related career opportunities through engaging learning experiences and community experts. Host a campus-wide STEAM Night to showcase student learning, and involve community experts to provide authentic, real-world connections and inspire future pathways.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Enhanced Student Learning & Achievement
- Learners demonstrate increased problem-solving, creativity, and critical-thinking skills through the engineering design process.
- Greater student engagement and achievement in STEAM subjects.

Stronger Vertical Alignment
- Consistent instructional practices between elementary and middle school ensure smoother transitions and sustained interest in STEAM pathways.
- Early exposure prepares learners for advanced coursework in secondary grades.

Career Awareness & Readiness
- Learners develop an early awareness of STEAM-related careers and pathways.
- Community expert involvement connects classroom learning to real-world applications.

Family & Community Engagement
- Families engage with STEAM learning through events like STEAM Night, building excitement and support for student growth.
- Stronger partnerships with local businesses, organizations, and experts enrich learning opportunities.

Equity of Access
- All learners, regardless of background, have opportunities to engage in authentic STEAM experiences.
- Increased participation of underrepresented groups in STEAM activities.

Staff Responsible for Monitoring: Campus Administrators, Campus Support Personnel, Educators, STEAM Teacher

Problem Statements: School Processes & Programs 7, 8 - Perceptions 5

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Lee Elementary will continue expanding instructional offerings and choice programs that foster growth, innovation, and creativity in learning. Through diverse clubs and enrichment opportunities such as STEAM, Art, Music, Cooking, Chess, and more, the campus will both support student engagement and unique talents of our learners.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased Student Engagement & Growth - Learners explore interests and passions through diverse choice programs, fostering creativity, innovation, and problem-solving. - Greater sense of ownership and excitement in learning, leading to stronger academic and social-emotional growth. Expanded Opportunities for Enrichment - Clubs such as STEAM, Art, Music, Cooking, and Chess provide pathways for learners to discover new skills and talents. -Students apply learning in authentic, hands-on ways beyond the classroom. Strengthened Campus Culture -A vibrant, well-rounded school environment where learners feel valued for their unique strengths and interests. -Enhanced collaboration and community among learners and staff through shared club experiences. Family Engagement -Families are invited to participate in showcases, performances, and celebrations of student learning. -Stronger home-school connections as parents support and celebrate their child's growth in clubs and choice programs. District Recruitment & Retention -Lee's innovative offerings highlight the campus as a model of creativity and opportunity within CISD. -Families are drawn to the district through unique enrichment programs that showcase learner success and joy. Accessibility -All learners, regardless of background, have access to enrichment opportunities that promote growth and innovation. -Increased participation of diverse student groups in clubs and choice programs. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** Demographics 4 - School Processes & Programs 8				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child. **Root Cause**: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences.

School Processes & Programs
Problem Statement 7: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning). **Root Cause**: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training.
Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. **Root Cause**: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

Perceptions
Problem Statement 5: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home. **Root Cause**: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

Goal 2: Authentic Contributions: At Lee Elementary, we 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 academic, social emotional learning and interest/passions. (i.e. service learning, digital portfolios, presentations, goal setting tools, CBL solutions, etc.)

Evaluation Data Sources: - Learner digital portfolios
- Learner-led conference documentation

Strategy 1 Details	Reviews			
Strategy 1: Continue expectations for the use of Bulb Digital Portfolios by supporting staff in goal setting and evidence collection, highlighting learner processes and products from experiential learning, and tracking student growth aligned to Student Learning Objective (SLO) goals for the Teacher Incentive Allotment (TIA).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Staff Goal Setting & Reflection - Educators effectively use Bulb to document progress toward professional goals. - Staff develop stronger habits of reflection and evidence-based growth, supporting TIA requirements. Showcasing Learner Growth - Learners highlight their processes, products, and experiential learning in authentic ways. - Portfolios demonstrate clear growth over time aligned with Student Learning Objective (SLO) goals. Enhanced Student Engagement - Students take ownership of their learning by curating and reflecting on their work. -Increased pride and motivation as learners share their achievements with peers, teachers, and families. Stronger Teacher Incentive Allotment (TIA) Alignment -Clear and consistent documentation supports accurate measurement of teacher effectiveness. -SLO goals are tracked systematically, ensuring accountability and clarity in growth measures. Family & Community Connection -Portfolios provide families with a transparent view of learner progress and accomplishments. -Stronger partnerships between home and school through visible evidence of growth. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** School Processes & Programs 7, 8 - Perceptions 5				

Strategy 2 Details	Reviews			
Strategy 2: Promote inquiry-based, hands-on learning experiences and Challenge-Based Learning (CBL) solutions by engaging learners in authentic, real-world problem solving. Educators will assess understanding through multiple measures and provide opportunities for learners to demonstrate mastery using hands-on activities, digital tools, and innovative practices. A strong emphasis will be placed on communicating and showcasing these learning experiences to families and the wider community.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Deeper Student Learning & Engagement -Learners develop critical thinking, creativity, and problem-solving skills through inquiry-based and hands-on experiences. -Increased engagement as students see relevance in applying knowledge to real-world contexts. Varied Assessment of Understanding -Educators use multiple measures to assess learning, giving a fuller picture of student growth. -Learners demonstrate mastery through products, performances, digital portfolios, and innovative practices. Stronger Communication & Family Involvement -Families and the community gain insight into student learning through showcases, portfolios, and events. -Strengthened home-school partnerships as families celebrate learner growth and creativity. Collaborative Problem-Solving -Challenge-Based Learning (CBL) equips learners with the skills to design solutions for authentic challenges. -Students build confidence and leadership by applying their learning to impact their community. Long-Term Academic & Social Growth -Improved learner outcomes across content areas through active engagement and application. -Growth in communication, collaboration, and innovation skills prepares learners for future success. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** Student Learning 1 - School Processes & Programs 8 - Perceptions 5				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

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

School Processes & Programs
Problem Statement 7: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning).   **Root Cause**: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training.
Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.   **Root Cause**: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.
Perceptions
Problem Statement 5: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.   **Root Cause**: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

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

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

Evaluation Data Sources: - Lesson Design
- TTESS Observation and Walkthrough data
- Digital citizenship trainings and resources for families, learners and staff

Strategy 1 Details	Reviews			
Strategy 1: Provide quarterly professional learning and lesson design support that emphasizes the intentional use of digital learning tools aligned to the updated Technology TEKS. Educators will integrate technology with hands-on learning experiences in a balanced way, using learner data to personalize instruction and maximize student growth.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Enhanced Instructional Practices - Educators intentionally embed digital tools aligned to the updated Technology TEKS. - Lesson design reflects a balance between technology use and hands-on learning experiences. Personalized Learning - Teachers use learner data to design instruction that meets individual student needs. - Learners engage in more targeted, meaningful, and differentiated learning opportunities. Increased Student Engagement & Growth - Students actively participate in technology-rich and hands-on experiences that promote creativity, collaboration, and problem-solving. - Improved academic outcomes across content areas through personalized approaches. Teacher Capacity & Confidence - Educators gain confidence in selecting and implementing appropriate digital tools to enhance instruction. - Shared best practices strengthen consistency across classrooms and grade levels. Future-Ready Learners - Students build digital literacy, adaptability, and critical thinking skills necessary for success in future academic and career settings. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** School Processes & Programs 7, 8 - Perceptions 5				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 7: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning).   **Root Cause**: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training.
Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.   **Root Cause**: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.
Perceptions
Problem Statement 5: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.   **Root Cause**: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

Goal 3: Well-Being and Mindfulness: At Lee Elementary, we will learn, engage, and work in a safe and responsive environment.

Performance Objective 1: Lee Elementary will use current and new curriculum documents, attend training, and implement specific programs to provide needed support/resources for counseling and social-emotional learning, mental health, and drug/alcohol awareness.

Evaluation Data Sources: - Panorama Data
- Learner Achievement Data
- Counselor Data

Strategy 1 Details	Reviews			
Strategy 1: Strengthen implementation of the state-required Health TEKS by providing ongoing curriculum support and staff training. This will include instruction and resources on mental health conditions, substance abuse prevention, emotional regulation, positive relationship skills, responsible decision-making, and suicide prevention (including awareness of risk factors and warning signs).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Student Well-Being - Learners build skills to manage emotions, make responsible decisions, and establish positive relationships. - Increased awareness and resilience reduces risk-taking behaviors related to substance use or unsafe choices. Early Identification & Prevention - Students and staff are better able to recognize signs of mental health concerns, substance abuse, and suicide-related risk factors. - Timely interventions support student safety and well-being. Stronger Staff Capacity - Educators are equipped with the knowledge and confidence to implement Health TEKS effectively. - Staff consistently provide accurate information and supportive strategies aligned to state requirements. Positive Campus Climate - A safer, more supportive school environment where social-emotional learning is embedded in daily practice. - Reduced incidents of conflict and improved learner connections to peers and adults. Family & Community Trust - Transparent communication with families, including opt-in procedures, builds trust and engagement in sensitive health topics. - Stronger partnerships between school, families, and community resources to support whole-child development. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** Student Learning 6 - School Processes & Programs 6 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Host an annual Health Fair for 4th and 5th grade learners that focuses on social-emotional learning (SEL), mental health awareness, Health TEKS, and personal care. The fair will include interactive sessions and expert-led presentations from fitness specialists, nutritionists, and health professionals to equip learners with knowledge and skills that support overall well-being, healthy lifestyle choices, and lifelong habits of self-care.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Student Health & Wellness - Learners gain practical knowledge about nutrition, fitness, and personal grooming to support healthy daily habits. - Increased student awareness of the connection between physical health, mental health, and academic success. Social-Emotional Growth - Learners strengthen skills in self-regulation, resilience, and positive decision-making through SEL-focused sessions. - Reduced stigma around discussing mental health and seeking help when needed. Exposure to Community Experts - Fitness specialists, nutritionists, and health professionals provide authentic, real-world connections. - Learners are empowered with accurate information and strategies they can apply immediately. Alignment to Health TEKS - Health Fair topics directly reinforce state standards, ensuring compliance and intentional instruction. - Learners demonstrate increased understanding of safety, wellness, and health-related decision-making. Family & Community Engagement - Opportunities for families to access resources shared during the Health Fair. -Strengthened partnerships between Lee Elementary and local health and wellness organizations. **Staff Responsible for Monitoring:** Campus Administration, Nurse, School Counselor **Problem Statements:** Student Learning 6 - School Processes & Programs 2 - Perceptions 1				

◯ No Progress   ◯ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

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,

School Processes & Programs
Problem Statement 2: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.   **Root Cause**: Continued need to build/expand resources/programs.
Problem Statement 6: There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion).   **Root Cause**: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA.

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.

Goal 3: Well-Being and Mindfulness: At Lee Elementary, we will learn, engage, and work in a safe and responsive environment.

Performance Objective 2: Lee Elementary will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior and aligned discipline practices/supports across the district.

Evaluation Data Sources: - Discipline data
- Feedback from district Panorama survey data learners, staff and families
- Trainings provided
- Threat assessment data

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing training to ensure alignment with district practices and state requirements while regularly reviewing and analyzing discipline, behavior, bullying, and threat assessment data. Use this information to implement proactive interventions and targeted supports that promote a safe and supportive learning environment for all learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Safer Learning Environment - Reduction in incidents related to discipline, bullying, and threats through proactive supports. - Learners feel safe, respected, and supported across all campus settings. Data-Driven Interventions - Discipline and behavior data is consistently reviewed and used to guide responsive practices. - Targeted supports are implemented for individual learners and groups based on identified needs. Consistency & Compliance - Staff demonstrate clear alignment with district practices and state requirements. - Increased consistency in handling discipline and behavior across grade levels. Improved Student Behavior & Social-Emotional Growth - Learners show growth in conflict resolution, self-regulation, and responsible decision-making. - Fewer repeat behavior incidents as restorative and preventative practices are applied. Family & Community Partnership -Parents are engaged in addressing behavioral concerns and supporting learner growth. - Strengthened trust between school and community through transparency and consistent practices. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** School Processes & Programs 2, 4, 5 - Perceptions 6				
○ No Progress ○ Accomplished ➔ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: 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 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 5: 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.
Perceptions
Problem Statement 6: There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.   **Root Cause**: Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).

Goal 4: Organizational Improvement and Strategic Design: Lee Elementary 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: Lee Elementary will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

Evaluation Data Sources: - Team Time Agendas
- Panorama Survey Data
- Flex Learning Agendas
- Walkthrough and Observation Data

Strategy 1 Details	Reviews			
Strategy 1: By June 2026, Lee Elementary will strengthen Professional Learning Community (PLC) and Multi-Tiered Systems of Support (MTSS) structures by ensuring that all instructional teams engage in weekly PLC meetings and participate in at least six MTSS meetings during the school year. Success will be measured through PLC agendas/minutes, documentation of MTSS meetings, and evidence of consistent use of data-driven practices to support the academic, behavioral, and social-emotional growth of all learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Stronger Collaboration & Collective Responsibility - Educators engage in consistent, high-quality PLCs focused on student learning. - Increased ownership and accountability for all learners' academic, behavioral, and social-emotional success. Improved Instructional Practices - Teachers use data more effectively to inform instructional decisions, interventions, and enrichment. -Greater consistency in Tier I instruction and support across grade levels. Targeted & Timely Interventions - MTSS structures ensure learners receive academic and behavioral support aligned to their needs. - Decrease in the number of learners requiring intensive interventions through early, proactive support. Positive Student Outcomes - Growth in student achievement as measured by classroom data, district assessments, and STAAR. - Increased learner engagement, confidence, and self-regulation. Sustainable Systems & Structures - PLC/MTSS processes become embedded, routine practices rather than isolated initiatives. - Staff capacity grows, ensuring long-term sustainability and continuous improvement. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** Student Learning 7 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Differentiate professional learning by using staff feedback and data on needs and interests to design meaningful growth opportunities. Provide flexible formats such as podcasts, videos, other on-demand, and AI resources to move beyond traditional "sit-and-get" sessions, ensuring learning is relevant, personalized, and impactful for all educators.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Personalized Professional Growth - Educators engage in professional learning aligned to their specific needs, interests, and goals. - Increased ownership of professional development leads to greater application in classroom practice. Flexible & Accessible Learning - Staff benefit from diverse formats (podcasts, videos, on-demand resources) that provide convenience and relevance. - Professional learning becomes more engaging, efficient, and sustainable. Improved Instructional Practices - Teachers implement strategies learned through differentiated professional learning, resulting in stronger instructional practices. - Learners benefit from higher-quality teaching tailored to their needs. Retention of High-Quality Staff - Educators feel valued and supported through professional learning that respects their time and expertise. - Increased job satisfaction leads to stronger staff retention and recruitment of high-quality teachers. Collaborative Culture of Growth - Staff share best practices and resources, creating a culture of continuous improvement. - Professional learning aligns with campus and district goals while honoring teacher voice and choice. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** School Processes & Programs 1, 8 - Perceptions 2				

Strategy 3 Details	Reviews			
Strategy 3: Build leadership capacity on campus by encouraging paraprofessionals to pursue alternative teacher certification and supporting staff members interested in earning advanced degrees such as a Master's.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased Leadership Capacity - Paraprofessionals gain pathways into teaching, expanding the pool of qualified educators. - Staff who pursue advanced degrees build expertise that enhances instructional leadership on campus. Improved Staff Retention & Recruitment - Opportunities for professional growth foster loyalty and job satisfaction, helping retain high-quality staff. - The district becomes more attractive to prospective educators seeking career advancement. Stronger Succession Planning - A pipeline of future leaders is developed to ensure sustainability in staffing and campus initiatives. - Key leadership roles are filled more seamlessly through internal growth. Enhanced Student Outcomes - Learners benefit from highly skilled educators with stronger instructional and leadership capacity. - Increased stability in staffing supports consistency in student learning experiences. Culture of Continuous Growth - Staff feel valued and supported in their professional journeys, reinforcing a growth mindset. - A collaborative, future-focused culture develops where investing in people is central to campus success. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** School Processes & Programs 8 - Perceptions 2				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 7: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional),   **Root Cause**: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth,

School 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 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.   **Root Cause**: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience.

Perceptions
Problem Statement 2: 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: Lee Elementary 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: Lee Elementary will continue to implement tools/resources/assessments that monitor growth within the educational system.

Evaluation Data Sources: - Panorama Data
- STAAR Data
- MAP Data
- Attendance Data
- Team Time Agendas
- Creation of CFAs

Strategy 1 Details	Reviews			
Strategy 1: Fully implement the CISD Teacher Incentive Allotment (TIA) at Lee Elementary by aligning systems for goal setting, evidence collection, and student growth measures to ensure fidelity, equity, and sustainability of the program.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Teacher Effectiveness - Teachers set clear goals and collect evidence of impact, leading to stronger instructional practices. - Increased alignment between teaching, student growth measures, and professional reflection. Enhanced Student Outcomes - Learners benefit from high-quality instruction informed by data and focused on growth. - Improved academic performance as teachers refine practices tied to student learning objectives. Retention & Recruitment of High-Quality Staff - TIA recognition and compensation support retention of effective teachers. - District attracts top educators seeking a system that values and rewards excellence. Consistency & Fidelity - Implementation across campuses ensures equity in opportunities and recognition. - Systems for monitoring and documenting effectiveness are clear and sustainable. Culture of Growth & Accountability - Teachers embrace continuous improvement through goal setting and evidence collection. - Professional learning is directly connected to student achievement and teacher growth. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** School Processes & Programs 1 - Perceptions 2				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

School 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.
Perceptions
Problem Statement 2: 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: Lee Elementary 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: Lee Elementary will continue to leverage a variety of communication tools and partnerships to increase clarity and consistency of campus information and processes for stakeholders.

> **Evaluation Data Sources:** - Internal/external (newsletters, blogs, website, social media)
> - PTO Newsletters
> - Virtual Meetings (Zoom, Google Meet, recordings, etc.)
> - Teacher communication logs and Parent Square message archives
> - Copies of postcards, emails, newsletters, and flyers
> - Photos, agendas, and sign-in sheets from events
> - Panorama and event-specific survey results and summary reports

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Richard J. Lee Elementary will highlight learning opportunities and increase meaningful parent engagement by ensuring that 100% of designers systematically communicate academic and social-emotional updates for all learners at least once per grading period (ex: "Happy Calls," Positive postcards, Snapshots of Success," and Personalized positive emails), and by participating in a minimum of four schoolwide opportunities (Music Performances, Trunk or Treat, FamiLEE Game Night, FamiLEE STEAM Night, FamiLEE Picnic, etc.) for collaborative family involvement aligned with our campus mission and goals.	**Nov**	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Systematic Communication
- Families receive consistent, positive updates each grading period, ensuring every learner is celebrated academically and socially-emotionally.
- Increased trust and transparency between school and home, resulting in stronger parent confidence in teachers and the school.
- Reduced negative-only communication because parents hear about strengths and growth first.

Purposeful Family Engagement Events
- Families feel welcomed and included through a variety of mission-aligned, schoolwide events.
- Stronger home-school partnerships support student academic, social, and emotional growth.
- Community connections are strengthened, reinforcing Lee Elementary's FamiLEE culture.

Professional Learning
- Staff demonstrate stronger communication skills using Parent Square, S'more, social media, and AI tools to reach families effectively.
- Increased cultural responsiveness ensures that messaging is inclusive, accessible, and equitable for all families.
- Teachers feel more confident in building authentic, trust-based relationships with families.

Feedback-Driven Improvement
- Family survey data provides clear evidence of strengths and areas for growth in engagement practices.
- Engagement strategies are refined each year, creating a cycle of continuous improvement.
- Increased family satisfaction and participation, contributing to higher levels of parent involvement and advocacy for the school.

Overall Campus Impact
- Every family experiences meaningful two-way communication and opportunities to connect with the school.
- Students benefit from increased parent engagement, leading to higher academic achievement, stronger SEL outcomes, and a more supportive school climate.
- Enhanced family trust and community pride in Lee Elementary positively influence recruitment and retention of learners and staff.
Staff Responsible for Monitoring: Campus Administrators, Campus Support Personnel, Educators

Problem Statements: Demographics 4

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Leverage multiple communication tools and partnerships to provide clear, consistent information to all stakeholders. Use Parent Square, social media platforms (Instagram, Twitter, Facebook) and the campus website to highlight campus updates, showcase learning, and tell the story of Lee learners, ensuring families and the community are engaged and connected to the school's mission.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Clarity & Consistency of Information - Families receive timely, accurate, and consistent updates across all communication platforms. - Reduced confusion around campus processes, events, and expectations. Increased Family & Community Engagement - Parents and community members feel more connected to Lee Elementary's mission and daily learning experiences. - Higher participation in campus events and initiatives due to stronger awareness and accessibility of information. Celebration of Learner Success - Social media and digital tools highlight the achievements, growth, and creativity of Lee learners. - Students feel valued and recognized as their learning is shared beyond the classroom. Strengthened Partnerships - Positive, transparent communication builds trust with families and community stakeholders. - Partnerships with families and local organizations are reinforced through open, ongoing communication. Positive Perception of Public Education - Sharing authentic learning stories and celebrations promotes pride in Lee Elementary and CISD. - Families and the community view the school as a model of excellence, innovation, and connection. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators, Campus Webmaster **Problem Statements:** Demographics 4				

○ No Progress   ⬤ Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.   **Root Cause**: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences.

Goal 4: Organizational Improvement and Strategic Design: Lee Elementary 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: Lee Elementary will continue to review and maintain district policies and practices for safety, behavior, personal communication devices, discipline, 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
- Safety communication to families

Strategy 1 Details	Reviews			
Strategy 1: Strengthen communication with staff, famiLEEs, and community members by consistently sharing learning and achievements at Lee Elementary. Implement monthly learning walks to highlight instructional practices, celebrate learner growth, and provide authentic opportunities to showcase the Lee learning experience.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased Transparency & Trust - Staff, families, and community members gain a clearer understanding of teaching and learning at Lee. - Greater trust and confidence in the school through open and consistent communication. Celebration of Learning - Monthly learning walks provide authentic opportunities to highlight student growth and instructional best practices. - Families and staff feel proud of the learning experiences and outcomes being shared. Enhanced Staff Collaboration & Growth - Learning walks promote reflection, peer learning, and the sharing of effective practices among teachers. - Staff feel valued and recognized for their contributions to student success. Stronger Family & Community Engagement - Families and community members are more connected to Lee's mission and vision. -Increased participation in school events and initiatives due to heightened visibility of student success. Positive Campus Culture - A culture of celebration and continuous improvement is reinforced through communication and shared experiences. - Learners see their work valued by a broad audience, increasing motivation and pride. **Staff Responsible for Monitoring:** Campus Administrators, Campus Support Personnel, Educators **Problem Statements:** Demographics 4 - Perceptions 5				

Strategy 2 Details	Reviews			
Strategy 2: Conduct all required safety drills at Lee Elementary and provide targeted training for staff and learners on safety procedures. Regularly review state requirements and recommendations to identify and implement additional safety supports as needed, and maintain transparent communication with stakeholders by notifying them when drills take place.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Prepared Staff & Learners - All staff and students demonstrate confidence and readiness in responding to safety drills and emergencies. - Roles, responsibilities, and procedures are clearly understood across the campus. Compliance & Continuous Improvement - All drills meet or exceed state-mandated safety requirements. - Ongoing review ensures emerging safety needs and recommendations are addressed promptly. Enhanced Stakeholder Trust - Families and community members are informed when drills occur, reinforcing transparency and accountability. - Parents feel greater confidence knowing the school prioritizes safety and keeps them in the loop. Positive Campus Climate - A culture of safety and preparedness fosters a secure environment where learners feel protected. - Consistent communication and training strengthen collective responsibility for safety across the FamiLEE community. **Staff Responsible for Monitoring:** Campus Administrators, Staff **Problem Statements:** Perceptions 6				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.   **Root Cause**: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences.

Perceptions
Problem Statement 5: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.   **Root Cause**: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

Perceptions
Problem Statement 6: There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/ campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.   **Root Cause**: Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).

State Compensatory

Budget for Richard J. Lee Elementary

Total SCE Funds: $2,695.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Educators will be provided substitutes to spend the day reviewing student work, analyzing data, and developing lessons, activities, and assessments for upcoming content.

A Site Based Committee

Committee Role	Name	Position
District Member	Dwight Goodwin	Executive Director of Tech. Services
Administrator	Chantel Kastrounis	Principal
Administrator	Angel Buchanan	Assistant Principal
Non-classroom Professional	Angela Garvin	Counselor
Classroom Teacher	Taylor Osborn	Kindergarten Designer
Classroom Teacher	Brittany Gandy	First Grade Designer
Classroom Teacher	Chandana Mohite	Second Grade Designer
Classroom Teacher	Kristi Howard	Third Grade Designer
Classroom Teacher	Stormi Lamb	Fourth Grade Designer
Classroom Teacher	Laura Jennings	Fifth Grade Desinger
Non-classroom Professional	Linda Hoffmann	Music Designer
Classroom Teacher	Rikki Mundhada	Special Education Designer
Learning Coach	Shayla Fortenberry	Learning Coach
Community Representative	Gareth Hughes	Glitch & Company
Parent	Ayesha Khan	Parent

Campus Funding Summary

199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3		199-11-6112-00-112-24-000	$2,695.00
				Sub-Total	$2,695.00

Policies, Procedures, and Requirements

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

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