Coppell Independent School District

District Improvement Plan

2021-2022

Mission Statement

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

Vision

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

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

Values

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

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

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

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Coppell ISD is a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. CISD serves a majority Asian student population in grades PK-12. In the 2020-21 school year, total enrollment was 13,059 which represents an increase of 5.1% since 2016-17 (12,417 learners).

 In 2020-21, the student population was 53.4% Asian, 25.8% White, 13% Hispanic, 4.1% African American, 0.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.1% multi-racial. Females made up 48.8% of the learners and males represented 51.1%. Our economically disadvantaged percentage was 9.4%.

 Our English Learner (EL) population consisted of 1,552 learners that made up 11.8% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (22.2%), Telugu (20.7%), Hindi (8.7), Tamil (8.7%), and Japanese (4.1%). Additionally, 22.5% of our ELs were also economically disadvantaged.

 Our 1,990 gifted and talented learners constituted 15.2% of our population. Our gender split in the GT group was 44.1% female and 55.8% male. Of the four major ethnic groups, our GT learners were 66.5% Asian, 22.9% White, 6.9% Hispanic and 0.9% African American.

 We had 1,163 learners that qualified for special education services, which represented 8.9% of our population. There were 996 learners with 504 accommodations, which was 7.6% of the total enrollment.

 The average daily attendance for our campus in 2020-21 was 98.8%, an increase of 1.1% from the prior year.

STAFFING

CISD employed 856 educators and 144 instructional aides in the 2020-21 school year. The number of teachers increased by 7 from the prior year while the number of aides increased by 21. The ethnic breakdown for the teaching staff was 5.3% Asian, 81.1% White, 8.6% Hispanic, 3.1% African American, 0.7% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0.9% multi-racial. Females made up 79.5% of the educators and males represented 20.4%.

Overall, our educators had a varying level of professional experience: 11.2% (96) were new to teaching with 0-1 years of experience, 22.7% (195) had 2-5 years, 22.3% (191) had 6-10 years, 17.5% (150) had 11-15 years, 11.4% (98) had 16-20 years, and 14.7% (126) had more than 20 years. Looking at longevity within the district, 28.2% of our teachers had 0-1 years in district, 32.2% had 2-5 years, 17.8% had 6-10 years, 10.1% had 11-15 years, 5.8% had

16-20 years and 5.6% had more than 20 years. The average years of professional experience was 10.8 with 6.3 years in the district.

Advanced degrees were held by 30.1% of our teachers: 249 with master's degrees and 9 with doctorates. Our campus principal had 24.7 years of career experience in a professional position (not necessarily as a principal) and 14.3 years in Coppell. Our assistant principal(s) had an average of 14.8 years of professional experience and 5.9 years in the district.

Our educator retention rate from 2019-20 to 2020-21 was 87.7%. For educational aides it was 78%. We hired 142 new teachers in 2020-21. The characteristics of our new teachers were as follows: 4.9% Asian, 73.9% White, 14% Hispanic, 5.6% African American, 81.6% female, 18.3% male, 38.7% new to teaching, 19.7% with 2-5 years of professional experience, 18.3% with 6-10 years, 11.9% with 11-15 years, 4.9% with 16-20 years, 6.3% with more than 20 years and 16.5% new to the campus. The average years of professional experience was 3.9 with 0 years in the district. 33.8% of our new teachers had advanced degrees.

Demographics Strengths

- Location within Metroplex
- Over 100 languages spoken
- Diversity of the district
- Graduates impact locally and globally
- Learning environments promote inclusion
- Culturally responsive community
- Focus on academic and social emotional growth in the district
- Focus on relationships through our CISD Core Values
- CISD SEL Committee and CISD Inclusivity Committee focus groups

Problem Statements Identifying Demographics Needs

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

Problem Statement 2 (Prioritized): There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause:** Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 3 (Prioritized): There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 4 (Prioritized): There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause:** Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning

Student Learning Summary

Due to the impact of COVID-19 during the 2020-2021 school year, the district continued to provide remote instruction as well as face to face instruction for learners and their families who chose to be virtual each nine weeks. This added a challenging element to ensure all academic and social emotional needs of learners were being met throughout the year. The district worked with families and learners in order to track engagement levels through our learning management system (Schoology) as well as through asynchronous and synchronous opportunities for learning. We realize through the challenges presented previously that there is a potential for possible learning loss both academically and social emotionally for our learners. We also know we had many strengths during our previous year in how we were facilitating instruction, intervening, connecting with families and learners for feedback and engagement purposes. As we go into this school year, we are offering a temporary remote instruction for the 1st nine weeks for PK-6th as an option. In doing so, we are focused on supporting learners and staff in the best way possible to meet all needs and continuing to look for additional solutions as needs may arise due to the impact of COVID.

As we go into 2021-2022, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- Tracking Engagement Levels in Schoology (Interactions, submissions, assignments, etc.) - for any virtual learning (ex. 1st Nine weeks PK-6)
- NWEA MAP
- iStation
- 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 House Bill 4545 - Tutoring/Documentation of Learner Growth and Accelerated Learning Committee Meetings (ALCs)

The following data is from the 2020-2021 state accountability information. Please note as a reminder, per TEA guidelines there was no administration of STAAR or EOCs during the 2019-2020 school year for the spring semester. Also, TEA guidelines allowed for families to opt out of taking the STAAR assessments for the 2020-2021 school year, which has some impact on district scores. Additionally, as a district we know with the impact of COVID-19 and the need to implement remote and face to face instruction during a pandemic impacted our learners academically and social emotionally. We will continue looking at ways to not only analyze these data points, but also our other data collection tools to evaluate learner growth and needs moving forward

that will ensure learner success.

District Student Academic Achievement

STAAR

The state has four performance labels for learners who take a STAAR assessment. The labels and definitions are in the table below.

Did Not Meet	Approaches	Meets	Masters
Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.	Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.	Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.	Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

In the data below, the Coppell ISD utilizes the All Students Meets achievement level for the passing percentages. STAAR ALT and STAAR ALT 2 are not included. Spanish testing versions are not included.

From 2017-2021, the Coppell ISD performance on the STAAR Mathematics assessments within the Meets standard achievement level is reflected below. The data below reflects the March and/or April administration for grades 5 and 8.

- Grade 3: 72% to 56%

- Grade 4: 69% to 64%

- Grade 5: 76% to 74%

- Grade 6: 87% to 57%

- Grade 7: 83% to 70%

- Grade 8: 78% to 78%

- Algebra I: 83% to 74%

From 2017-2021, the Coppell ISD performance on the STAAR Reading assessments within the Meets standard achievement level is reflected below. The data below reflects the March and/or April administration for grades 5 and 8.

- Grade 3: 71% to 65%

- Grade 4: 73% to 63%

- Grade 5: 73% to 75%

- Grade 6: 68% to 63%

- Grade 7: 73% to 75%

- Grade 8: 78% to 75%

- English I: 80% to 84%

- English II: 80% to 89%

From 2017-2021, the Coppell ISD performance on the STAAR Science assessments within the Meets standard achievement level is reflected below.

- Grade 5: 64% to 56%

- Grade 8: 80% to 78%

- Biology: 88% to 82%

From 2017-2021, the Coppell ISD performance on the STAAR Social Studies assessments within the Meets standard achievement level is reflected below.

- Grade 8: 67% to 65%

- U. S. History: 90% to 92%

From 2017-2021, the Coppell ISD performance on the STAAR Writing assessments within the Meets standard achievement level is reflected below.

- Grade 4: 60% to 58%

- Grade 7: 68% to 62%

SEE BELOW FOR DATA TABLES

"ALL STUDENTS" CATEGORY
ACHIEVED THE MEETS PASSING STANDARD
(CHANGE IN PERFORMANCE FROM 2017 TO 2021)

GRADE	READING %			MATH %			SCIENCE %			SOCIAL STUDIES %			WRITING %		
	2017	to	2021	2017	to	2021	2017	to	2021	2017	to	2021	2017	to	2021
3	71	to	65	72	to	56									
4	73	to	63	69	to	64							60	to	58
5 (Mar/Apr)	73	to	75	76	to	74	64	to	56						
6	68	to	63	87	to	57									
7	73	to	75	83	to	70							68	to	62
8	78	to	75	78	to	78	80	to	78	67	to	65			
Algebra I				83	to	74									
Biology							88	to	82						
English I	80	to	84												
English II	80	to	89												
U.S. History										90	to	92			

ECONOMICALLY DISADVANTAGED
ACHIEVED THE MEETS PASSING STANDARD
(CHANGE IN PERFORMANCE FROM 2017 TO 2021)

GRADE	READING %			MATH %			SCIENCE %			SOCIAL STUDIES %			WRITING %		
	2017	to	2021	2017	to	2021	2017	to	2021	2017	to	2021	2017	to	2021

"ALL STUDENTS" CATEGORY

GRADE	READING %			MATH %			SCIENCE %			SOCIAL STUDIES %			WRITING %		
3	38	to	25	35	to	17									
4	45	to	35	36	to	27							30	to	33
5 (Mar/Apr)	47	to	42	45	to	36	44	to	14						
6	37	to	22	59	to	33									
7	38	to	49	53	to	42							32	to	34
8							45	to	47	35	to	37			
Algebra I				54	to	45									
Biology							61	to	59						
English I	48	to	66												
English II	52	to	63												
U.S. History										70	to	81			

SPECIAL EDUCATION
ACHIEVED THE MEETS PASSING STANDARD
(CHANGE IN PERFORMANCE FROM 2017 TO 2021)

GRADE	READING %			MATH %			SCIENCE %			SOCIAL STUDIES %			WRITING %		
	2017	to	2021	2017	to	2021	2017	to	2021	2017	to	2021	2017	to	2021
3	18	to	34	26	to	41									
4	22	to	34	18	to	29							5	to	25
5 (Mar/Apr)	19	to	33	25	to	33	10	to	26						
6	17	to	26	29	to	31									
7	15	to	24	37	to	31							11	to	11
8							25	to	31	25	to	23			
Algebra I				31	to	29									
Biology							30	to	25						
English I	14	to	28												
English II	7	to	37												
U.S. History										42	to	62			

"ALL STUDENTS" CATEGORY

LIMITED ENGLISH PROFICIENT (Current LEP)
ACHIEVED THE MEETS PASSING STANDARD
(CHANGE IN PERFORMANCE FROM 2017 TO 2021)

GRADE	READING %			MATH %			SCIENCE %			SOCIAL STUDIES %			WRITING %		
	2017	to	2021	2017	to	2021	2017	to	2021	2017	to	2021	2017	to	2021
3	44	to	40	59	to	46									
4	43	to	35	51	to	44							22	to	31
5 (Mar/Apr)	26	to	41	52	to	51	29	to	23						
6	17	to	23	53	to	48									
7	19	to	21	49	to	44							18	to	11
8							32	to	34	16	to	21			
Algebra I				56	to	39									
Biology							51	to	34						
English I	20	to	40												
English II	19	to	37												
U.S. History										44	to	58			

There are also several mandates from House Bill 3 as well as Senate Bill 11 that will continue to be embedded in our goals and strategies moving ahead this year.

The strategies around House Bill 3 (added to the District Improvement Plan) will also include the implementation of the state elementary Reading Academies along with a math goal focusing on how we are responding to learners for intervention needs and how we are tracking progress of math growth in our elementary learners. The College, Career and Military Readiness (CCMR) goal will focus on increasing the number of certifications our high school learners have access to as well as an increase in the passing rates.

The strategies around Senate Bill 11 (added to the District Improvement Plan) will include a focus on safety and updates to the threat assessment process, parental involvement and mental health support, mental health supports within curriculum and partnership with the district SHAC committee, and Trauma training.

Student Learning Strengths

- Overall performance on SAT, ACT and AP assessments - well above state levels and approaches or exceed the national level of performance
- National Merit Commended (Coppell High School 2021 Graduating Class) - 68
- National Merit Semi-Finalists (Coppell High School 2021 Graduating Class) - 33
- National Merit Finalists (Coppell High School 2021 Graduating Class) - 32
- National Hispanic Commended (Coppell High School 2021 Graduating Class) - 12
- CTE - Industry Based Certifications - 348
- CTE Coherent Sequence of Courses in a Program of Study - Completer Rate - 461
- Opportunities for participation in Career and Technical Student Organizations (CTSOs)
- Participation and success in co-curricular and extra curricular activities
- Successful Athletic Programs and Fine Arts Opportunities Given

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 2 (Prioritized): There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

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

Problem Statement 4 (Prioritized): There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause:** Lack of alignment and understanding across the district with implementation of the district curriculum and resources

Problem Statement 5 (Prioritized): There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 6 (Prioritized): There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause:** Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training

Problem Statement 7 (Prioritized): There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

Problem Statement 8 (Prioritized): There is a need to focus on specific learning loss that may have occurred due to the pandemic. **Root Cause:** COVID-19 and the impact it had on the district for ensuring safety needs, tracking and delivering learning, pressure on the staff, pressure on families and learners, and consistency with shifting each nine weeks (or learners coming and going during the 9 weeks) for instruction

District Processes & Programs

District Processes & Programs Summary

Due to the impact of COVID-19, the CISD Task Force will continue to meet throughout the school year in order to monitor progress, gather feedback and discuss any changes or modifications we may need to make as a district during the year for instruction or safety practices. The decision was made by the district to have temporary remote instruction for PK-6 as an option for the 1st nine weeks. As always, it will continue to be essential for us to maintain high levels of safety for face to face learning this year and safety procedures and plans have been put in place to help support these needs. We continue to get guidance from the state and our school board about masks for staff and learners and will continue to follow the structures put in place to support safety from the decisions being made.

Safety Updates:

- There continue to be steps that have been in place due to the impact of COVID-19. These steps and information for stakeholders can be found on our district COVID protocols of the website. We will continue to update these pieces for any changes throughout the school year.

- We will continue to implement pieces from Senate Bill 11, which we started last year. These include: Updating the Threat Assessment protocols, Parental Involvement, Mental Health Support, Safety Planning and Security Personnel. Our district improvement plan includes several of these elements along with more updates will occur throughout the year in various district committees including DEIC, SHAC and the Safety and Security Design Team. There is also a note to ensure we include the following information about security personnel in the district improvement plan along with having it as a part of our CISD Student Code of Conduct.

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

Overview CISD:

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

Focused on continuous improvement that results in excellence for each child, Coppell ISD serves learners through specialized programs related to individualized learner need and interest. The district offers a variety of programs including, but not limited to: International Baccalaureate, Coding, STEM,

Bilingual Education, Career and Technical Education, Great Expectations, School wide Enrichment Model, Challenge Based Learning, New Tech Network and Gifted and Talented education programs. The community is focused on providing a premier education by designing digital and physical learning environments that promote engagement, developing an aligned curriculum to support all learners, supporting a balanced assessment and shared accountability system for learning, and building strong local, state, global partnerships.

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

As a Texas Education Agency designated District of Innovation district, Coppell ISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of learners in the community. The District of Innovation components are being reviewed and applied for again this year through TEA and there is a small cohort from our DEIC committee who will work on this process.

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

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

Budgeting - The district continues to look for ways in which to support overall needs for the district while also closely monitoring expenses with the needs for staffing, resources, facilities and transportation. The CISD Executive Leadership Team partners closely with our campus administrators to get feedback as well as the team has worked closely during the visioning process with our staff and community members to discuss possible expenses and needs for the future. Our Chief Financial Officer also works closely with her business office team and the Executive Leadership Team to update the school board and community on the budget process as a whole.

District Processes & Programs Strengths

- Top 10 Pre-AP/AP Programs in Metroplex
- Award Winning Fine Arts and Athletics

- Special Education and Dyslexia Programs
- International Baccalaureate Primary Years Programme and Diploma Programme
- New Tech Network School
- Challenge-based, Project-based and Problem-based learning opportunities
- Great Expectation Model Schools
- Flexible learning environments
- School Garden Programs
- Dual Language Program
- Net-zero Schools
- Athletics State and National Championship
- Digital Learning Opportunities and Device Supports for Learners and Staff

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to create and maintain systems to support high levels of learning for all. **Root Cause:** Barriers exist within the current system for learning for all

Problem Statement 2 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning

Problem Statement 3 (Prioritized): There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures for counseling needs

Problem Statement 4 (Prioritized): There is a need to strengthen our enrichment curriculum to include 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:** Lack of aligned resources and systemic structures for mental health and suicide prevention

Problem Statement 5 (Prioritized): There is a need to review, analyze and evaluate district expenses to support long range budgeting needs **Root Cause:** Lack of funding from the state and sustainability for future needs

Perceptions

Perceptions Summary

Due to the impact of COVID-19, we had to make adjustments to the 1st nine weeks and chose to offer a temporary virtual learning option for PK-6 families. We realize that relationships and engagement are key in learning and we are continuing to do our best to prepare for whatever uncertainty this year may hold. There are also many feelings or beliefs among our staff and families with how to best support learning this year and we are trying to ensure we provide the most equitable, aligned and accessible learning for all of our learners. We will need to continue building and strengthening relationships and provide support for social emotional needs, especially focusing on mental health. We will also need to continue our goals with cultural responsive teaching and ensure we have structural foundations within all of our district systems that focus on equity, equality and inclusivity for all.

Overview of Strategic Design:

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

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

The second phase of the Strategic Design effort included driving awareness of and building advocacy for the district Values among each stakeholder group. In parallel, the district will kick off the Design and Deliver steps in the process. This next focus will continue to generate innovative solutions to the top priority strategies, which were also defined in the first phase of the effort.

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.

As we move into 2021-2022, we will have a large focus on the CISD Core Value of Great Teaching. Through this focus we will continue our efforts with the other three CISD Core Values as well as they truly are embedded in all we do with learning, instruction and growth. There will also continue to be a major focus on Relationships, as we know with the impact of COVID-19 that all staff, learners and families have experienced trauma in some fashion and we must work together even more so to ensure we are continuing to meet all of our learners and staff social emotional needs.

We will continue to take next steps with our CISD Community-Based Accountability System in which we are using various types of data across the district to highlight strengths and areas of growth besides the traditional state accountability system currently in place. Our hope is to be able to highlight pieces of this data and work this fall as well as in the spring to showcase a holistic focus on growth as a district.

Perceptions Strengths

- Value Collective Engagement
- Value Great Teaching
- Value Authentic Relationships
- Value Each Individuals' Contribution
- High Focus on Academics and Expectations for Learning
- High Focus on All Learners Going to College/Being Successful after Graduation and Beyond
- High Focus on Safety within Learning Environments

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to focus on the social emotional wellness of learners. **Root Cause:** Greater focus on academic learning instead of focusing on the whole child

Problem Statement 2 (Prioritized): There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause:** Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 3 (Prioritized): There is a need to identify and elevate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 4 (Prioritized): There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. **Root Cause:** The impact of COVID-19 on individuals and other life challenges

Problem Statement 5 (Prioritized): There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause:** Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

Priority Problem Statements

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.
Root Cause 1: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention.
Root Cause 2: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to create and maintain systems to support high levels of learning for all.
Root Cause 3: Barriers exist within the current system for learning for all
Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners.
Root Cause 4: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.
Root Cause 5: Lack of alignment and understanding across the district with implementation of the district curriculum and resources
Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners.
Root Cause 6: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff.
Root Cause 7: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training
Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth.

Root Cause 8: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Root Cause 9: Lack of focus on data collection (from learner and staff needs) when making decisions for professional learning

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

Root Cause 10: Lack of aligned resources and systemic structures for counseling needs

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: There is a need to focus on the social emotional wellness of learners.

Root Cause 11: Greater focus on academic learning instead of focusing on the whole child

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district.

Root Cause 12: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need to identify and elevate additional measures of success for learners.

Root Cause 13: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 13 Areas: Perceptions

Problem Statement 14: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.

Root Cause 14: Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 14 Areas: Demographics

Problem Statement 15: There is a need to establish and maintain strong, positive relationships for all learners.

Root Cause 15: Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 15 Areas: Demographics

Problem Statement 16: There is a need to enhance communication and engagement for families.

Root Cause 16: Barriers exist within the current system with communication and engagement opportunities

Problem Statement 16 Areas: Demographics

Problem Statement 17: There is a need to strengthen our enrichment curriculum to include 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 17: Lack of aligned resources and systemic structures for mental health and suicide prevention

Problem Statement 17 Areas: District Processes & Programs

Problem Statement 18: There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff.

Root Cause 18: The impact of COVID-19 on individuals and other life challenges

Problem Statement 18 Areas: Perceptions

Problem Statement 19: There is a need to identify and align district practices supporting equity, equality and inclusion.

Root Cause 19: Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

Problem Statement 19 Areas: Perceptions

Problem Statement 20: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs

Root Cause 20: Lack of funding from the state and sustainability for future needs

Problem Statement 20 Areas: District Processes & Programs

Problem Statement 21: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations.

Root Cause 21: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Problem Statement 21 Areas: Demographics

Problem Statement 22: There is a need to focus on specific learning loss that may have occurred due to the pandemic.

Root Cause 22: COVID-19 and the impact it had on the district for ensuring safety needs, tracking and delivering learning, pressure on the staff, pressure on families and learners, and consistency with shifting each nine weeks (or learners coming and going during the 9 weeks) for instruction

Problem Statement 22 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 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
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent 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
- Budgets/entitlements and expenditures data

Goals

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

***Superintendent Goal - Goal 4: STUDENT EXPERIENCE (Redefining Success/Great Teaching)
We will create and implement a district-wide plan to enhance the student experience PreK through post-graduation.

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

HB3 Goal

Evaluation Data Sources: STAAR data, Response to Intervention data -Multi-Tiered Systems of Support , district universal screener data, TELPAS data, Core Content Academies, House Bill 3 Reading Academies, Professional Learning opportunities, Certification of Educators

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - High quality Tier I instruction for learners - Checklist of look fors highlighting specific instructional strategies in all content areas - Aligned strategies being implemented across the district that impact learner growth - Growth in differentiated experiences and scaffolding opportunities within the classroom environments **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators **Problem Statements:** Student Learning 1, 2, 4 - District Processes & Programs 1, 2				
Strategy 2 Details	Reviews			
Strategy 2: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Strengthen literacy skills for elementary educators and align practices within instruction -Learner growth in literacy development and targeted growth tracked through state assessment and district assessments **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators **Problem Statements:** Student Learning 1, 2, 4, 5 - District Processes & Programs 1				

Strategy 3 Details				Reviews			
Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will continue to occur.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Strengthen math skills for elementary educators and align practices within math interventions and enrichment opportunities in learning -Learner growth in math development and targeted growth tracked through state assessment and district assessments **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators **Problem Statements:** Student Learning 1, 2, 5, 7 - District Processes & Programs 1							

Strategy 4 Details				Reviews			
Strategy 4: House Bill 3 implementation of career, college and military readiness goals supporting alignment and growth in certifications will continue to occur.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Strengthen understanding of CCMR goals in education across the district -Learner growth in certifications taken and achieved at the secondary level -Aligned certifications offered with program of studies in CTE - Monitoring through Major Clarity database (7th-12th grade) **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators **Problem Statements:** Student Learning 3, 4, 5 - District Processes & Programs 1							

Strategy 5 Details				Reviews			
Strategy 5: Continue building on mentor training and structures of support for new educators, administrators and staff to CISD.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Growth in new educators, administrators and staff as fas as the understanding of CISD systems and structures and specific strategies to support their role -Sustainability and support for campuses by providing aligned training for new educators, administrators and staff **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction and Curriculum Department **Problem Statements:** Demographics 3 - Student Learning 1 - District Processes & Programs 1, 2 - Perceptions 3							

Strategy 6 Details	Reviews			
Strategy 6: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Growth in educators, administrators and staff as fas as the understanding of CISD systems and structures and specific strategies that support learning -Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff - Growth in aligned instructional practices being implemented across the district **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction and Curriculum Department **Problem Statements:** Student Learning 1, 2, 4, 6, 7 - District Processes & Programs 1 - Perceptions 1, 2, 3				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training
Problem Statement 7: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

District Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all
Problem Statement 2: 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) when making decisions for professional learning

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

***Superintendent Goal - Goal 4: STUDENT EXPERIENCE (Redefining Success/Great Teaching)
We will create and implement a district-wide plan to enhance the student experience PreK through post-graduation.

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)

Strategy 1 Details	Reviews			
Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Development of data analysis protocol - Awareness, training and implementation of data analysis protocols - Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district - Increased student achievement (academic, social emotional and behavioral) **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators **Problem Statements:** Student Learning 1, 2, 3, 5, 7 - District Processes & Programs 1 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Continued training and support for implementation of Panorama - Student Success Platform will occur.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Alignment across the district of data tools being used throughout the year to find strengths and needs of learners -Increased knowledge of educators with data analysis and differentiation of instruction -Ease on educators for viewing various pieces of data in one location - Increased monitoring of growth of learners in all content areas and social emotional skills **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, and Language Acquisition Specialists **Problem Statements:** Demographics 1, 2, 3 - Student Learning 5, 6, 7 - District Processes & Programs 1, 4 - Perceptions 1, 3				

Strategy 3 Details	Reviews			
Strategy 3: Specific areas of learning loss will be addressed through the use of ESSER funds to target academic and social emotional needs of learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Increased student achievement and growth (academic, social emotional and behavioral) - Increased knowledge of educators with data analysis and differentiation of instruction - Intentional training developed on scaffolding and differentiation in instruction - Intentional training, curriculum and instruction resources will be developed to support intervention and enrichment opportunities for learners (curriculum writing, learning academies, SEL supports, Summer Bridge program, Summer School, Credit Recovery, etc.) - Intentional staffing (CHS9 and CHS) - Credit recovery and SEL supports (Learning Lab) - Intentional staffing Coordinator of Counseling and Social Emotional Learning to support goals for counseling and SEL **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Director of Assessment and Accountability and Federal Funds, Curriculum Department, Campus Administrators, Counselors, Instructional Coaches, and Language Acquisition Specialists **Problem Statements:** Demographics 2, 3 - Student Learning 1, 4, 5, 6, 7 - District Processes & Programs 1, 3, 4, 5 - Perceptions 1				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Student Learning
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training
Problem Statement 7: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

District Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all
Problem Statement 3: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause**: Lack of aligned resources and systemic structures for counseling needs
Problem Statement 4: There is a need to strengthen our enrichment curriculum to include 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**: Lack of aligned resources and systemic structures for mental health and suicide prevention
Problem Statement 5: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs **Root Cause**: Lack of funding from the state and sustainability for future needs

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

***Superintendent Goal - Goal 4: STUDENT EXPERIENCE (Redefining Success/Great Teaching)
We will create and implement a district-wide plan to enhance the student experience PreK through post-graduation.

Performance Objective 3: Student achievement and progress levels will exceed state standards/averages for all student groups.

Evaluation Data Sources: STAAR, TELPAS data, Learning walks

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and training to support educators to identify the proficiency levels of English Learners and plan appropriate classroom strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives - Resources for educators (including embedded items within curriculum documents for English Learners) - Increased utilization of appropriate classroom strategies for English learners - Increased student achievement and progress levels -Use of Success Ed for system of housing learner needs **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Director of ESL and Bilingual, Curriculum Department and Language Acquisition Specialists **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 4, 5 - District Processes & Programs 1 - Perceptions 2, 5				

Strategy 2 Details	Reviews			
Strategy 2: Provide resources and training to campus educators in supporting all learners through Professional Learning Communities (PLC's), the Response to Intervention process (RTI), Multi-Tiered Systems of Support -(MTSS) and Universal Design for Learning (UDL).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Trainings developed and implemented - Response to Intervention process clearly defined and supported with resources -Implementation and training of Success Ed as an overarching system - Increase academic achievement and growth for all learners **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Intervention Services, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and Language Acquisition Specialists **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5, 7 - District Processes & Programs 1 - Perceptions 1, 2, 3, 5				

Strategy 3 Details	Reviews			
Strategy 3: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social emotional needs.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Trainings developed and implemented - Response to Intervention process (MTSS - Multi-Tiered Systems of Support) clearly defined and supported with resources -IEP's and Service Plans being designed to meet all of learner's needs - Specifically target Long Term ELs in middle and high school with data monitoring, specific and targeted interventions and mentoring. Increase academic achievement and growth for all learners - Data gathered from aligned resources (iStation, Dreambox, MAP, Schoology AMP, etc.) **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Intervention Services, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and Language Acquisition Specialists **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 4, 5, 7 - District Processes & Programs 1 - Perceptions 1, 2, 3, 4, 5				

Strategy 4 Details	Reviews			
Strategy 4: Implement specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Increased learner growth in the targeted areas of focus - Increased awareness and documentation for specific intervention plans of learners and the success rates and growth shown - Increased alignment in how we as a district are intervening and providing additional support through campus collaborative team times, district trainings and overall monitoring and evaluation systems in place **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Director of Assessment and Accountability and Federal Funds, Director of Mathematics, Curriculum Department, Intervention Services, Campus Administrators, Instructional Coaches, and Language Acquisition Specialists **Problem Statements:** Demographics 1 - Student Learning 1, 4, 5, 7 - District Processes & Programs 1 - Perceptions 2, 3				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 7: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

District Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 4: There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. **Root Cause**: The impact of COVID-19 on individuals and other life challenges
Problem Statement 5: There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause**: Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

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

***Superintendent Goal - Goal 4: STUDENT EXPERIENCE (Redefining Success/Great Teaching)
We will create and implement a district-wide plan to enhance the student experience PreK through post-graduation.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Provide training and resources to educators enhancing curriculum connections to real world application in learning.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Provide training that highlights real world application in lesson design - Increase use of business partners and resident experts to support curriculum connections (tracking data on career clusters and industry professional participation) - Increase learner awareness of career, college and life readiness opportunities - Increase alignment in curriculum and resources provided for MS and elementary in terms of CTE connections and real world learning (media classes, CTE spirit week, college and career readiness lab, iExplore curriculum) **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Executive Director of Communications and Community Engagement **Problem Statements:** Demographics 1, 3 - Student Learning 3, 4, 5, 6, 7 - District Processes & Programs 3 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Provide training to educators promoting innovation and creativity in lesson design. (hands-on, digital tools, variety of assessment)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Growth in learner engagement levels -Building stronger relationships with staff across the district -Building stronger relationships with learners -Increasing ways for learners to show success in learning -Usage of Bulb Digital Portfolios Educators -Usage of goal setting tools, presentations, created products to show understanding and growth **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and instruction, Curriculum Department, Technology Department, Campus Administrators, Digital Learning Coaches, Instructional Coaches, Language Acquisition Specialists, Librarians, Counselors and GTi Specialists **Problem Statements:** Student Learning 1, 3, 4, 5, 6, 7 - District Processes & Programs 2 - Perceptions 3				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training
Problem Statement 7: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

District Processes & Programs
Problem Statement 2: 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) when making decisions for professional learning
Problem Statement 3: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause**: Lack of aligned resources and systemic structures for counseling needs

Perceptions
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

***Superintendent Goal - Goal 4: STUDENT EXPERIENCE (Redefining Success/Great Teaching)
We will create and implement a district-wide plan to enhance the student experience PreK through post-graduation.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Learner digital portfolios - CISD staff digital portfolios - Digital Portfolio continued training and implementation **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Intervention Services, Campus Administrators, Digital Learning Coaches, Instructional Coaches, Gifted and Talented Specialists, Librarians and Language Acquisition Specialists **Problem Statements:** Demographics 1 - Student Learning 5, 6, 7 - Perceptions 3				
Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or innovative and creative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Performance Tasks in learning - Rubrics for academic and social-emotional growth - Goal setting forms/reflections - Digital presentations (video, media, etc.) - More intentional and detailed feedback for learners **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and Language Acquisition Specialists **Problem Statements:** Demographics 1, 3 - Student Learning 1, 4, 5, 6, 7 - District Processes & Programs 1 - Perceptions 3				

Strategy 3 Details	Reviews			
Strategy 3: Research, investigate and evaluate current choice programs offered by the district and explore future needs in the areas of academics, athletics, fine arts and languages other than English. (CISD Visioning Work)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Find what is currently working well and needs to be continued with our programs - Identify needs or changes with current programs and future needs - Identifying as a district what we can support and sustain with budget, staffing, facility needs - Identifying areas of learner interest in offerings and support of programs **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Chief Financial Officer, Chief Operations Officer, CISD Visioning Research Team **Problem Statements:** Demographics 1, 3 - Student Learning 4 - District Processes & Programs 1, 5 - Perceptions 1, 3				
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners
Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training
Problem Statement 7: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth
District Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all

District Processes & Programs
Problem Statement 5: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs **Root Cause**: Lack of funding from the state and sustainability for future needs
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

***Superintendent Goal - Goal 3: SOCIAL EMOTIONAL LEARNING (Relationships/Engagement)
We will implement training and strategies aligned to social emotional learning for our students and staff in order to create and sustain a safe, inclusive and responsive environment for all.

Performance Objective 1: CISD will continue to review current and create new curriculum documents, training and implement specific programs to provide needed support/resources for counseling and social emotional learning.

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

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Revise and update current PK-12 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education. Including the following character traits per TEA:	**Nov**	**Feb**	**Apr**	**June**

Strategy 1: Revise and update current PK-12 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education.
Including the following character traits per TEA:
- Courage
- Trustworthiness, including honesty, reliability, punctuality, and loyalty
- Integrity
- Respect and courtesy
- Responsibility, including accountability, diligence, perseverance, and self-control
- Fairness, including justice and freedom from prejudice
- Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity
- Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law
- School pride
- Gratitude

Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design
- ESSER Grant funds to implement purchases for needs for SEL training and resources for campuses
- Learner growth as indicated through survey/learner goals (academic and social emotional)
- Elementary and Secondary Resources available for supports in learning
- Scope and Sequence and curriculum documents of support implemented
- CISD Visioning Work Research group and actions for moving work forward for SEL

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Coordinator of Counseling and Social Emotional Learning, Curriculum Department, District Support Counselors, Coordinator of Behavior Services and Coordinator of School Safety, Campus Counselors

Problem Statements: Demographics 1, 3 - Student Learning 1, 4, 6 - District Processes & Programs 3, 4 - Perceptions 1, 2, 3, 4, 5

Strategy 2 Details	Reviews			
Strategy 2: Create an aligned comprehensive counseling program that includes support for elementary and secondary campuses. (TEA Model - Guidance curriculum, Responsive Services, Individual Planning, and System Support)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Aligned, integrated curriculum that allows for counseling supports (academic and social emotional) throughout the PK-12 learning system - ESSER grant looking at training for counseling team and educators - ESSER position -Coordinator of Counseling and SEL to support counseling team and district SEL and counseling goals across the district **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Coordinator of Counseling and Social Emotional Learning, Curriculum Department, District Support Counselors, Coordinator of Behavior Services and Coordinator of School Safety, Campus Counselors **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 4, 6 - District Processes & Programs 3, 4 - Perceptions 1, 2, 4, 5				

Strategy 3 Details	Reviews			
Strategy 3: Update health curriculum enrichment supports and provide training for mental health. (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)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Updates per Senate Bill 11 in place - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Partnership with SHAC district committee in developing supports **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Coordinator of Counseling and Social Emotional Learning, Curriculum Department, District Support Counselors, Coordinator of Behavior Services, Behavior Specialists, Coordinator of School Safety, Campus Counselors, and Coordinator of Health Services **Problem Statements:** Demographics 1, 2, 3 - Student Learning 5, 6 - District Processes & Programs 3, 4 - Perceptions 1, 2, 4, 5				

Strategy 4 Details	Reviews			
Strategy 4: Align implementation of social emotional support structures: class meetings, check-ins and restorative practices.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: - Utilization of class meetings, check-ins and restorative practices within learning - Learner growth as indicated through survey/learner goals - Educator training on embedded supports **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Coordinator of Counseling and Social Emotional Learning, Curriculum Department, District Support Counselors, Coordinator of Behavior Services and Coordinator of School Safety, Campus Counselors **Problem Statements:** Demographics 1, 2 - Student Learning 5, 6 - District Processes & Programs 2, 4 - Perceptions 1, 4				

Strategy 5 Details	Reviews			
Strategy 5: Continue providing training and supports for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: - Implementation and documentation of access and usage of resources - Increase appropriate use of digital resources - Apple classroom and tools to support academic integrity - Learner feedback and educator feedback - Fewer discipline referrals in this focus area **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department, Campus Administrators, District Support Counselors, Coordinator of Behavior Services, Coordinator of School Safety, Campus Counselors **Problem Statements:** Demographics 1 - Student Learning 5, 6, 7 - District Processes & Programs 2, 3, 4 - Perceptions 1, 2, 4, 5				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training
Problem Statement 7: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

District Processes & Programs
Problem Statement 2: 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) when making decisions for professional learning
Problem Statement 3: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause**: Lack of aligned resources and systemic structures for counseling needs
Problem Statement 4: There is a need to strengthen our enrichment curriculum to include 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**: Lack of aligned resources and systemic structures for mental health and suicide prevention

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 4: There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. **Root Cause**: The impact of COVID-19 on individuals and other life challenges
Problem Statement 5: There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause**: Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

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

***Superintendent Goal - Goal 3: SOCIAL EMOTIONAL LEARNING (Relationships/Engagement)
We will implement training and strategies aligned to social emotional learning for our students and staff in order to create and sustain a safe, inclusive and responsive environment for all.

Performance Objective 2: CISD will continue to provide clarity and understanding of the importance of equity, equality and inclusion for all. (CISD Visioning Work)

> **Evaluation Data Sources:** - Unconscious Bias - Trainer of Trainer model resources and attendees
> - Curriculum embedded resources
> - Equity Policy
> - Discipline Data
> - Rubric
> - Feedback from district Panorama survey data learners, staff and families
> - CISD Visioning Committee Research group focused on Inclusivity, Cultural Awareness and Equity - action steps and work moving forward

Strategy 1 Details	Reviews			
Strategy 1: Continue offering trainings such as Unconscious Bias and culturally responsive teaching to CISD staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Implement trainings across the district - Analyze training impact through reflection tools - Increase awareness of unconscious biases - Feedback from learners and families through Panorama survey	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Team, Campus Administrators				
Problem Statements: Demographics 2, 3 - Student Learning 6 - District Processes & Programs 2 - Perceptions 1, 2, 5				

Strategy 2 Details	Reviews			
Strategy 2: Research, create and implement a CISD Equity Policy aligning district core values and ensuring equity for all stakeholders.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Equity Plan established, shared and implemented - Increased awareness and supports for all learners, staff and families	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Executive Director of Communications and Community Engagement				
Problem Statements: Demographics 1, 2, 3 - Student Learning 4, 6 - District Processes & Programs 1 - Perceptions 1, 2, 5				

Strategy 3 Details		Reviews		
Strategy 3: Review and analyze discipline and threat assessment data in order to look at equitable practices and interventions/supports.		Formative		Summative
		Nov	Feb	Apr	June

	Nov	Feb	Apr	June
Strategy 3: Review and analyze discipline and threat assessment data in order to look at equitable practices and interventions/supports. **Strategy's Expected Result/Impact:** - Increase awareness and action plans in order to support all learners with behavior needs - Team approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix being utilized -Online Truancy course required for learners - Threat Assessment process being utilized and strengthening supports for learners in need **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Coordinator of Counseling and Social Emotional Learning, Curriculum Department, Director of Student and Staff Services, District Support Counselors, Coordinator of Behavior Services and Coordinator of School Safety **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 5, 6 - District Processes & Programs 3, 4 - Perceptions 1, 2, 4				

Strategy 4 Details		Reviews		
Strategy 4: Develop and implement a rubric for analyzing curriculum resources the lens of equity, equality and inclusivity for all.		Formative		Summative
		Nov	Feb	Apr	June

	Nov	Feb	Apr	June
Strategy 4: Develop and implement a rubric for analyzing curriculum resources the lens of equity, equality and inclusivity for all. **Strategy's Expected Result/Impact:** - Rubric development for district/campus usage - Purchasing of any needs for curriculum to align with these practices - Aligning our practices and educator knowledge - Feeling a sense of belonging from learners and staff in CISD **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Executive Director of Communications and Community Engagement, Curriculum Department and Campus Administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 4, 6 - District Processes & Programs 1 - Perceptions 1, 2, 5				

Strategy 5 Details	Reviews			
Strategy 5: Continue building awareness and processes supporting accessibility under the American with Disabilities Act (ADA) and promoting access to resources, training, facility needs and overall responsiveness regarding equity with interventions/supports for individuals with disabilities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - CISD Visioning Research Team work to support this strategy - Training and resources for awareness and understanding of ADA -Creation of specific action steps for areas of growth regarding equity with interventions/supports for individuals with disabilities - Updated district information and resources on website - Feedback from staff, learners, and families about specific needs to support ADA - training, resources, facility needs - District communication to staff/families sharing information about ADA and how we support needs **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Director of Intervention Services - Coordinator of ADA/504, Director of Intervention Services - Special Education, Chief Operations Officer, Chief Financial Officer, Assistant Superintendent of Administrative Services, Administrative Services Department, Curriculum Department and Campus Administrators **Problem Statements:** Demographics 1, 2, 3 - Student Learning 4 - District Processes & Programs 1, 5 - Perceptions 2, 5				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners
Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth

Student Learning
Problem Statement 6: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training

District Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all
Problem Statement 2: 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) when making decisions for professional learning
Problem Statement 3: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause**: Lack of aligned resources and systemic structures for counseling needs
Problem Statement 4: There is a need to strengthen our enrichment curriculum to include 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**: Lack of aligned resources and systemic structures for mental health and suicide prevention
Problem Statement 5: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs **Root Cause**: Lack of funding from the state and sustainability for future needs

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 4: There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. **Root Cause**: The impact of COVID-19 on individuals and other life challenges
Problem Statement 5: There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause**: Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

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

***Superintendent Goal - Goal 3: SOCIAL EMOTIONAL LEARNING (Relationships/Engagement)
We will implement training and strategies aligned to social emotional learning for our students and staff in order to create and sustain a safe, inclusive and responsive environment for all.

Performance Objective 3: CISD will provide structures and/or strategies to support social emotional needs. (CISD Visioning Work)

    Evaluation Data Sources: - Response to Intervention- MTSS - Multi-Tiered Support Systems for behavioral resources
    - Social-emotional curriculum PK-12
    - Action plans from Advisory committee and SHAC
    - Threat Assessment Data
    - Panorama survey data

Strategy 1 Details	Reviews			
Strategy 1: Investigate, create and implement resources. training and support to meet a wide variety of behavioral needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Classroom Management Framework Training
- Positive Behavioral Interventions and Supports (PBIS)
- Provide opportunities for training of Restorative Practices
- Repository of resources to support a variety of behavioral needs
- Increase in learner positive behavior
- Support through collaboration of learner needs for wellbeing, consulting on discipline matters, homeless needs, and linking social services to CISD
- Counseling department will partner with the athletic coordinators and athletic coaches to bridge communication and support for students
    Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum Department, District Support Counselors, Coordinator of Counseling and Social Emotional Learning, Coordinator of Behavior Services, Behavior Specialists, Coordinator of School Safety, Campus Counselors, Director of Student and Staff Services, Athletic Director and Coaches
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 4, 6 - District Processes & Programs 1, 3, 4 - Perceptions 1, 2, 3, 4				

Strategy 2 Details	Reviews			
Strategy 2: Training implemented by staff on trauma-informed care and counseling options for learners affected by trauma or grief.	Formative			Summative
Strategy's Expected Result/Impact: - Training per Senate Bill 11 - Completion of training - Supports in place for families and learners - Inventory of resources **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Campus Administrators, Coordinator of Counseling and Social Emotional Learning, District Support Counselors, Coordinator of Behavior Services, Behavior Specialists, Coordinator of School Safety, Campus Counselors **Problem Statements:** Demographics 1, 3 - District Processes & Programs 3, 4 - Perceptions 1, 4	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize Panorama tools including: Social emotional learning data, Playbook strategies and Student Success Platform to support social emotional needs.	Formative			Summative
Strategy's Expected Result/Impact: - Staff growth in analyzing and intervening for learner social emotional needs - Aligned systems for reviewing data and growth - Learner growth in social emotional needs and strategies to support future needs **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Coordinator of Counseling and Social Emotional Learning, Campus Administrators, District Support Counselors, Coordinator of Behavior Services, Behavior Specialists, Coordinator of School Safety, Campus Counselors **Problem Statements:** Demographics 1, 3 - Student Learning 1, 5, 6 - District Processes & Programs 1, 3, 4 - Perceptions 1, 3	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Continue our focus on social emotional learning/well-being for staff and host Parent University for social emotional learning and mental health.	Formative			Summative
Strategy's Expected Result/Impact: - Staff interventions and growth for social emotional/mental health needs - Staff training focused on social emotional learning/well-being for staff - Staff understanding of how to support learners' social emotional/mental health needs - Families understanding of how to support child/children's social emotional/mental health needs and what resources are available either in the district or community resources **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Coordinator of Counseling and Social Emotional Learning, Communications Team, Campus Administrators, District Support Counselors, Coordinator of Behavior Services, Behavior Specialists, Coordinator of School Safety, Campus Counselors **Problem Statements:** Demographics 1, 2, 3 - Student Learning 6 - District Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3, 4	Nov	Feb	Apr	June

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 6: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training

District Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all
Problem Statement 2: 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) when making decisions for professional learning
Problem Statement 3: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause**: Lack of aligned resources and systemic structures for counseling needs
Problem Statement 4: There is a need to strengthen our enrichment curriculum to include 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**: Lack of aligned resources and systemic structures for mental health and suicide prevention

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Perceptions
Problem Statement 4: There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. **Root Cause**: The impact of COVID-19 on individuals and other life challenges

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

***Superintendent Goal - Goal 1: STRATEGIC DESIGN (Relationships, Engagement, Redefining Success, and Great Teaching)
We will continue to advocate and monitor the Coppell ISD Strategic Design work that serves as the guide for the district.
***Superintendent Goal - Goal 2: COMMUNITY BASED ACCOUNTABILITY SYSTEM (Redefining Success)
We will implement a Community Based Accountability System (CBAS) that ensures all students are future-ready and allows our stakeholders to see a more holistic view of learning in CISD.

Performance Objective 1: CISD will provide aligned professional learning and calibrate the implementation of Professional Learning Communities (PLCs) and a growth mindset for all learners and staff.

Evaluation Data Sources: Resources district/campus (within Schoology), PLC implementation rubric district/campus, Training documentation, Administrator/Educator feedback, Mentoring Supports and training

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Community (PLC) structures throughout the district including within professional learning opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Evidence of PLC structures in professional learning - Increase use of data to support evidence-based decisions for professional learning -Department meetings, campus meetings, campus intervention/enrichment times - Support for new educators to the district with mentoring and building blocks for PLC **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Curriculum Department and Campus Administrators **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5, 7 - District Processes & Programs 1 - Perceptions 1, 3				

Strategy 2 Details	Reviews			
Strategy 2: Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Create repository of trainings within PowerSchool Professional Learning (transition from Schoology) - Actualize the advanced knowledge and professional practices of educators and staff members - Streamline training and gathering of information from various stakeholders **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Chief Financial Officer, Chief Operations Officer, Director of Professional Learning **Problem Statements:** Demographics 2 - District Processes & Programs 1, 2, 5 - Perceptions 5				

Strategy 3 Details	Reviews			
Strategy 3: Create a district system focused on growing the capacity of individuals, concerning staffing opportunities, which helps with sustainability and succession plans for positions in the district.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Mentoring and growing leaders within the district - Reviewing hiring and recruiting practices and specific outreach to a wide variety of colleges and internship programs for specialized staffing positions (ex: administrators, counselors, diagnosticians, licensed school psychologists, librarians, etc.) - Goal setting focused on possible future roles one might take in education for growth opportunities - Increasing student teacher participation rates and connections with various colleges **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching and Learning, Director of Professional Learning, Curriculum Department, Assistant Superintendent of Administrative Services, Executive Director of Human Resources, Chief Financial Officer, Chief Operations Officer, Campus Administrators **Problem Statements:** Demographics 2 - District Processes & Programs 1, 2, 5 - Perceptions 5				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 7: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

District Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all
Problem Statement 2: 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) when making decisions for professional learning
Problem Statement 5: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs **Root Cause**: Lack of funding from the state and sustainability for future needs

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 5: There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause**: Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

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

***Superintendent Goal - Goal 1: STRATEGIC DESIGN (Relationships, Engagement, Redefining Success, and Great Teaching)
We will continue to advocate and monitor the Coppell ISD Strategic Design work that serves as the guide for the district.
***Superintendent Goal - Goal 2: COMMUNITY BASED ACCOUNTABILITY SYSTEM (Redefining Success)
We will implement a Community Based Accountability System (CBAS) that ensures all students are future-ready and allows our stakeholders to see a more holistic view of learning in CISD.

Performance Objective 2: CISD will continue to investigate and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

Evaluation Data Sources: Utilization of aligned resources purchased by the district, District/Campus common formative assessments, Online district pamphlet created with quantitative/qualitative data

Strategy 1 Details	Reviews			
Strategy 1: Continue researching, developing and implementing a CISD Community Based Accountability System.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Online district pamphlet created with quantitative and qualitative data - District dashboard showcasing various pieces of data - TPAC (Texas Performance Assessment Consortium) participation - Update and evaluate Learner and Leadership Profile -Showcase learner growth of the whole child	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administrative Services, Curriculum Department, Director of Data Systems and Program Analysis, District TPAC Core Team				
Problem Statements: Demographics 1 - Student Learning 5, 7 - District Processes & Programs 1, 2 - Perceptions 1, 3				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities
Student Learning
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth

Student Learning
Problem Statement 7: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

District Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all
Problem Statement 2: 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) when making decisions for professional learning

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

***Superintendent Goal - Goal 1: STRATEGIC DESIGN (Relationships, Engagement, Redefining Success, and Great Teaching)
We will continue to advocate and monitor the Coppell ISD Strategic Design work that serves as the guide for the district.
***Superintendent Goal - Goal 2: COMMUNITY BASED ACCOUNTABILITY SYSTEM (Redefining Success)
We will implement a Community Based Accountability System (CBAS) that ensures all students are future-ready and allows our stakeholders to see a more holistic view of learning in CISD.

Performance Objective 3: CISD will continue to leverage a variety of communication tools to increase clarity and consistency of district information for stakeholders.

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

Strategy 1 Details	Reviews			
Strategy 1: Using data and journey mapping, we will develop an exceptional user experience for families as they interact with CISD.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Streamline communication within the district - Increase stakeholder understanding of district processes, events and procedural systems **Staff Responsible for Monitoring:** Assistant Superintendent for Administrative Services, Multimedia and Communication Specialist , Director of Community Engagement, Director of Communications, Webmaster Specialist, and Communications Specialist **Problem Statements:** Demographics 1, 3 - District Processes & Programs 1 - Perceptions 1, 2, 3				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners
District Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

***Superintendent Goal - Goal 1: STRATEGIC DESIGN (Relationships, Engagement, Redefining Success, and Great Teaching)
We will continue to advocate and monitor the Coppell ISD Strategic Design work that serves as the guide for the district.
***Superintendent Goal - Goal 2: COMMUNITY BASED ACCOUNTABILITY SYSTEM (Redefining Success)
We will implement a Community Based Accountability System (CBAS) that ensures all students are future-ready and allows our stakeholders to see a more holistic view of learning in CISD.

Performance Objective 4: CISD will continue to analyze, research and investigate current and future budgeting needs for facilities, resources, and staffing. (CISD Visioning)

 Evaluation Data Sources: - CISD Visioning Research Teams 2021-2022 (branch of Visioning 2020-2021 work)
 - CISD Staff and Community Visioning Committees 2020-2021 data and feedback
 - 2019-2020 - Facility committee agendas and meeting notes
 - Feedback from staff on resources
 - Enrollment for campuses and staffing needs
 - Structural and safety needs for current and future (including needs for COVID)

Strategy 1 Details	Reviews			
Strategy 1: Continue the work from the CISD Staff and Community Visioning Committees and the CISD Facilities Committee to discuss next steps for district needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - CISD Visioning Research Teams 2021-2022 - Prioritized list of needs for the district concerning facilities, programs and recommendations to the CISD Cabinet, CISD Executive Leadership Team and CISD School Board - Action steps within the long range plan for possible future budgeting needs with facilities - Reviewing critical safety of all buildings as well as accessibility features for individuals - Research teams focused on: Possible Expansion of Open Enrollment, Possible Expansion of PK Eligibility and Early Childhood Facility, Building on Current CTE Programs and Research Current Facility Needs, Possible Multipurpose Building Facility - Pulling Administration, Brock, Parts of Service Center together, PL possibility, etc., IB, New Tech Programs - continue building on programs (review facility/program needs), Current and future athletic needs, fine arts needs and language needs (facilities and programs as whole), Digital Devices/Tools for Learning - Learners and Staff and Possible New Elementary Campus **Staff Responsible for Monitoring:** Executive Leadership Team, CISD Cabinet, CISD Visioning Research Teams **Problem Statements:** Demographics 1 - Student Learning 3, 4 - District Processes & Programs 1, 3, 4, 5 - Perceptions 1, 2, 3, 5				

Strategy 2 Details	Reviews			
Strategy 2: Explore and evaluate ways to support long-range budgeting needs for the district.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Partnering with district departments and campuses to improve campus/department purchasing processes where applicable with resources - Reviewing current budgetary needs, possible future needs and sustainability plans **Staff Responsible for Monitoring:** Executive Leadership Team, CISD Cabinet, Campus Administrators **Problem Statements:** Demographics 1, 3 - District Processes & Programs 1, 5	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Continue providing supports for facilities and staff concerning safety needs due to COVID-19 and possible expenditures that may occur.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Utilizing ESSER funds for COVID supports (example air filtration systems in classrooms) - Providing PPE (Personal Protective Equipment) and supplies as needed for campuses **Staff Responsible for Monitoring:** Executive Leadership Team, CISD Cabinet, Campus Administrators **Problem Statements:** Demographics 1, 3 - District Processes & Programs 1, 5 - Perceptions 2	**Nov**	**Feb**	**Apr**	**June**

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 3: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources

District Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all
Problem Statement 3: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause**: Lack of aligned resources and systemic structures for counseling needs

District Processes & Programs
Problem Statement 4: There is a need to strengthen our enrichment curriculum to include 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**: Lack of aligned resources and systemic structures for mental health and suicide prevention
Problem Statement 5: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs **Root Cause**: Lack of funding from the state and sustainability for future needs

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 5: There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause**: Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

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

***Superintendent Goal - Goal 1: STRATEGIC DESIGN (Relationships, Engagement, Redefining Success, and Great Teaching)
We will continue to advocate and monitor the Coppell ISD Strategic Design work that serves as the guide for the district.
***Superintendent Goal - Goal 2: COMMUNITY BASED ACCOUNTABILITY SYSTEM (Redefining Success)
We will implement a Community Based Accountability System (CBAS) that ensures all students are future-ready and allows our stakeholders to see a more holistic view of learning in CISD.

Performance Objective 5: Continue the CISD Strategic Design Advocacy work surrounding the district core values.

Evaluation Data Sources: Evidence of Core Values highlighted in a variety of ways (District/Campuses)

Strategy 1 Details	Reviews			
Strategy 1: Continue centering district work around the Core Values - Great Teaching, Redefining Success, Relationships & Engagement - and refine the filter used to measure progress in these areas.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Relationships with all stakeholders - evident in data surveys and feedback - Redefining Success - opportunities for learners - Great Teaching documented through lesson design and learning - Collective Engagement - Data from communications team, campuses, engagement levels in learning **Staff Responsible for Monitoring:** Executive Leadership Team, CISD Cabinet, Campus Administrators **Problem Statements:** Demographics 1, 3 - Student Learning 1, 4, 5, 6 - District Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3, 5				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 4: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment and understanding across the district with implementation of the district curriculum and resources

Student Learning

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 6: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment in the district on the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training

District Processes & Programs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all

Problem Statement 2: 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) when making decisions for professional learning

Problem Statement 3: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause**: Lack of aligned resources and systemic structures for counseling needs

Problem Statement 4: There is a need to strengthen our enrichment curriculum to include 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**: Lack of aligned resources and systemic structures for mental health and suicide prevention

Perceptions

Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child

Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 5: There is a need to identify and align district practices supporting equity, equality and inclusion. **Root Cause**: Lack of systemic knowledge and understanding about how equity, equality and inclusion impact others.

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

***Superintendent Goal - Goal 1: STRATEGIC DESIGN (Relationships, Engagement, Redefining Success, and Great Teaching)
We will continue to advocate and monitor the Coppell ISD Strategic Design work that serves as the guide for the district.
***Superintendent Goal - Goal 2: COMMUNITY BASED ACCOUNTABILITY SYSTEM (Redefining Success)
We will implement a Community Based Accountability System (CBAS) that ensures all students are future-ready and allows our stakeholders to see a more holistic view of learning in CISD.

Performance Objective 6: Expand use of digital tools to support specific systems within the district.

Evaluation Data Sources: - Implementation and feedback on Laserfiche
- Implementation and feedback on Parent Square
- Implement the two new Powerschool systems for professional learning and evaluation for staff

Strategy 1 Details	Reviews			
Strategy 1: Utilize Laserfiche to increase efficiency and minimize manual repetitive tasks: Migrate paper documents into an electronic repository that can be easily searched and eliminate potential loss of data due to disasters.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Increase productivity and efficiency levels for staff - Reduction of paper and storage needs - Stronger backup system in case of natural disaster or storage issues - Strengthening system of housing confidential information **Staff Responsible for Monitoring:** Chief Operations Officer, Executive Director of Technology, Technology Department, CISD departments implementing Laserfiche this year **Problem Statements:** Demographics 1 - District Processes & Programs 1, 2, 5 - Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: Implement systems to help support staff and/or learner data privacy.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Support confidentiality needs of the district due to data privacy laws	**Nov**	**Feb**	**Apr**	**June**
- Training of staff on tools to use/not use - Implementation of Parent Square resource **Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services, Chief Operations Officer, Executive Director of Technology, Executive Director of Communications and Community Engagement **Problem Statements:** Demographics 1, 3 - District Processes & Programs 1, 5 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Implement the two new Powerschool systems for professional learning (PL Powerschool) and evaluation (Perform) for all staff.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Training supporting systems being implemented - Staff using new platforms seamlessly and successfully to track goals, progress, growth, and professional learning hours - Transition from Eduphoria to new programs and continue building on learning opportunities stored in professional learning library for staff training supports - Pulling district data more systemically from both Powerschool systems for tracking staff growth **Staff Responsible for Monitoring:** Executive Leadership Team, Director of Professional Learning, Executive Director of Human Resources, Campus Administrators **Problem Statements:** Demographics 2, 3 - Student Learning 1, 5, 7 - District Processes & Programs 1, 2 - Perceptions 2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities
Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause**: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 7: There is a need to focus on implementation of digital tools and resources in PK-12 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

District Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for learning for all
Problem Statement 2: 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) when making decisions for professional learning

District Processes & Programs
Problem Statement 5: There is a need to review, analyze and evaluate district expenses to support long range budgeting needs **Root Cause**: Lack of funding from the state and sustainability for future needs
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district