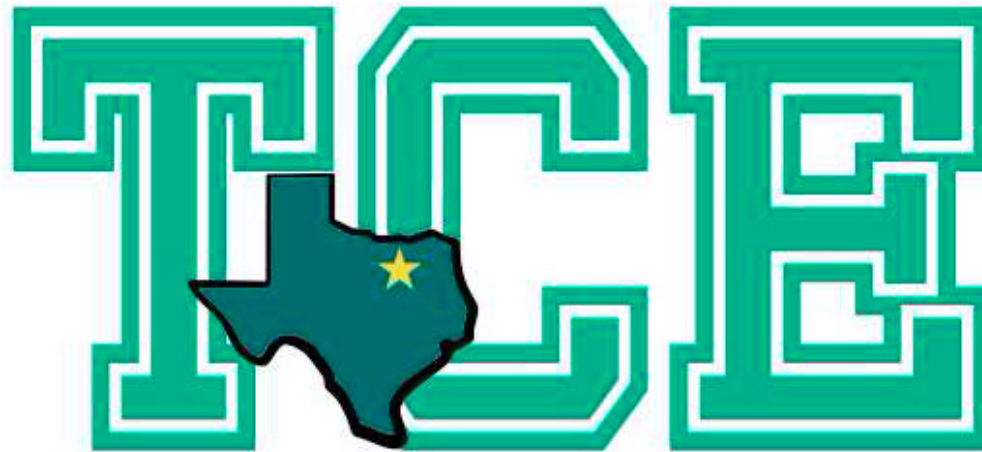


Coppell Independent School District
Town Center Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Coppell ISD Mission Statement

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

Value Statement

CISD Core Values

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Town Center Elementary is a Title I campus in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools and a freshman campus. Town Center Elementary serves a diverse student population in grades EC-5. In the 2017-18 school year, total enrollment was 590 which represents a decrease of 10.5% since 2013-14 (534 learners).

In 2017-18, the K -5 student population was 41.5% Asian, 40.0% White, 8.1% Hispanic, 5.3% African American, 0% Native Hawaiian/Pacific Islander, 0.2% American Indian/Alaskan Native and 5.0% Two or More ethnicities. Females made up 48.9% of the learners and males represented 51.1%. Our economically disadvantaged percentage was 9.4%.

Our K-5 English Learner (EL) population consisted of 91 learners that made up 15.6% of our campus. The top 5 foreign languages spoken by this student group were: Korean (20.9%), Telugu (12.1%), Hindi (8.8%), Tamil (8.8%), and Urdu (7.7%). Additionally, 14.3% of our ELs were also economically disadvantaged.

Our 52 gifted and talented learners in K-5 constituted 8.9% of our population. Our gender split in the GT group was 42.3% female and 57.7% male. Of the four major ethnic groups, our GT learners were 63.5% Asian, 30.8% White, 1.9% Hispanic and 0% African American learners.

We had 35 learners in K-5 that qualified for special education services, which represented 6.0% of our population. There were 51 learners with 504 accommodations, which was 8.7% of the total enrollment.

The average daily attendance for our campus in 2017-18 was 96.4%, a decrease of 0.7% from the prior year.

Town Center Elementary employed 36 teachers and 5 instructional aides in the 2017-18 school year. The number of teachers increased by 3 from the prior year while the number of aides increased by 2. The ethnic breakdown for the teaching staff was 8.3% Asian, 86.1% White, 2.8% Hispanic, 0% African American, 0% Native Hawaiian/Pacific Islander, 0% American Indian/Alaskan Native and 2.8% Two or More ethnicities. Females made up 94.4% of the staff and males represented 5.6%.

Overall, our teachers had a varying level of professional experience: 16.7% (6) were new to teaching with 0-1 years of experience, 27.8% (10) had 2-5 years, 11.1% (4) had 6-10 years, 19.4% (7) had 11-15 years, 16.7% (8) had 16-20 years, and 8.3% (3) had more than 20 years. Looking at longevity within the district, 22.2% of our teachers had 0-1 years in district, 33.3% had 2-5 years, 22.2% had 6-10 years, 13.9% had 11-15 years, 8.3% had 16-20 years and 0%

had more than 20 years. The average years of professional experience was 9.53 with 6.56 years in the district.

Advanced degrees were held by 22.2% of our teachers: 8 with master's degrees and 0 with doctorates. Our campus principal had 20 years of career experience in a professional position (not necessarily as a principal) and 16 years in Coppell. Our assistant principal(s) had an average of 20 years of professional experience and 4 years in the district.

Our teacher retention rate from 2016-17 to 2017-18 was 85.3%. For educational aides it was 100%. We hired 7 new teachers in 2017-18. The characteristics of our new teachers were as follows: 85.7% White, 14.3% Hispanic, 71.4% female, 28.6% male, 42.9% new to teaching, 14.3% with 11-15 years, 28.6% with 16-20 years, 14.3% with more than 20 years and 57.1% new to the district. The average years of professional experience was 10.57 with 5.29 years in the district. 28.6% of our new teachers had advanced degrees.

Demographics Strengths

- Town Center serves a diverse group of learners.
- Educator retention rate is 85.3%.
- The average years of professional experience for educators on our campus is 9.53.
- 22.2% of our educators hold advanced degrees.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for our Gifted and Talented identification to be reflective of our campus populations. **Root Cause:** Ongoing training for GT identification in diverse student populations is very limited at the campus level.

Problem Statement 2: There is a need to enhance communication and engagement for families. **Root Cause:** As the population of Town Center has changed, the types/consistency of communication has not.

Student Academic Achievement

Student Academic Achievement Summary

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.

Summary of STAAR Math Data from 2016-2018

	3rd Grade	4th Grade	5th Grade
Approaches	89% to 93%	85% to 92%	93% to 92%
Meets	70% to 79%	65% to 66%	63% to 75%
Masters	46% to 47%	41% to 43%	39% to 52%

*3rd Grade Math Economically Disadvantaged Sub. Population decreased in both Approaches (75% to 67%) and Meets (63% to 50%) categories from 2016-2018

*4th Grade Math Economically Disadvantaged Sub. Population decreased in Meets (60% to 44%) category from 2016-2018.

*5th Grade Math Economically Disadvantaged Sub. Population decreased in Approaches (90% to 82%) category from 2016-2018.

*5th Grade Math English Learners Sub. Population decreased in Approaches (89% to 67%) and Meets (78% to 33%) categories from 2016-2018.

Summary of STAAR Reading Data from 2016-2018

	3rd Grade	4th Grade	5th Grade
Approaches	92% to 92%	87% to 90%	96% to 96%
Meets	69% to 68%	62% to 78%	72% to 78%
Masters	51% to 51%	36% to 45%	38% to 43%

*3rd Grade Reading Economically Disadvantaged Sub. Population decreased in Approaches (88% to 67%) category from 2016-2018.

*3rd Grade Reading English Learners Sub. Population decreased in Meets (50% to 36%) category from 2016-2018.

*3rd Grade Reading Economically Disadvantaged Sub. Population decreased in both Approaches (100% to 82%) and Meets (60% to 45%) categories from 2016-2018

*3rd Grade Reading English Learners Sub. Population decreased in both Approaches (89% to 67%) and Meets (78% to 17%) categories from 2016-2018

Summary of STAAR Writing Data from 2016-2018

	4th Grade
Approaches	77% to 88%
Meets	56% to 74%
Masters	15% to 26%

Summary of STAAR Science Data from 2016-2018

	5 th Grade
Approaches	91% to 92%
Meets	60% to 60%
Masters	15% to 30%

Student Academic Achievement Strengths

- The number of learners that have reached the Approaches category this past year has increased in each subject and grade level (other than 3rd grade reading that dropped 1% from 94% to 93%).
- Our 4th grade ELs have shown a large increase in both the Approaches (67% to 88%) and Meets (33% to 65%) categories over the past year.
- Our 4th grade Economically Disadvantaged sub. populations have shown a large increase in both the Approaches (55% to 100%) and Meets (55% to 81%) categories over the past year.
- Overall, there was an increase in the percent of learners in the Meets category for each subject and grade level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The data shows that our EL and Economically Disadvantaged learners are consistently scoring at lower levels on STAAR than the overall population. **Root Cause:** There has been a lack of training on creating and using common formative assessment data to provide targeted instruction and interventions.

Problem Statement 2: The data shows that the overall percentage of learners scoring in the Meets category remains under 80% in all grade levels and subject areas (some areas as low as 60%). **Root Cause:** There has been a lack of training on creating and using common formative assessment data to provide targeted instruction, interventions, and enrichment activities.

School Processes & Programs

School Processes & Programs Summary

Town Center Elementary uses both district curriculum and state standards to create lesson experiences using the Understanding by Design (UbD) backwards design process. We have altered our master schedule to allow for extended collaborative planning time for teams on a two week rotation. This allows our educators more time and resources to dig into the four critical questions of a Professional Learning Community.

All of Town Center's classroom educators are highly qualified, and we consider them our best resource. Educators are able to collaborate with support staff such as our instructional coach, GT specialist, librarian, ESL facilitator, and digital learning coach during quarterly Design Days where educators design lessons, interventions, and enrichment for learners.

Our campus utilizes the tiered Response to Intervention process for ELAR, math, and behavior. Our RTI team is composed of educators, our assistant principal, instructional coach and other support staff as needed. Interventions are provided on a consistent basis as determined by the RTI committee, along with any next steps that are determined based on individual learner progress or lack thereof.

Technology has been a large part of our campus for many years. We have had enough technology in recent years to be 1:1 in all grade levels between several different Apple products, and this year we became 1:1 with iPads specifically. Technology is a part of learning experience both during the day and also after school as Town Center is in our second year of a parent partnership that provides an after school coding club for our K-5 learners. Our campus also supports a robotics team comprised of 4th and 5th graders and is run by campus educators.

This year our campus has implemented a professional development system that provides for purposeful and timely campus training for staff that are both chosen by and led by staff. These "FedEx" opportunities are provided the third Wednesday of each month for all campus staff.

School Processes & Programs Strengths

- Educators serve in different leadership capacities on both a campus and district level.
- There is a wide variety of extra-curricular opportunities at our campus including coding club, robotics team, drama, Math Olympiad, Student Council, and choir.
- Technology is used consistently across the campus as a tool for learning and creating.
- Educators have the opportunity for monthly self-selected campus professional development opportunities both as a participant and as a leader.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for more targeted instruction, interventions, and enrichment activities based on common assessment data. **Root Cause:** Educators have had limited training on both the creation and analysis of common assessments to drive targeted instruction.

Problem Statement 2: There is a need for consistency in use of the reading and writing workshop model. **Root Cause:** District training has just recently been implemented to support the workshop model and was done so at varying degrees for each educator.

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

Perceptions

Perceptions Summary

Town Center prides itself in being a family made up of our learners, educators, and families. Due to this, there is very little turnover rate for our educators from year to year. Most turnover is due to staff promotions or relocation.

Learners are encouraged to follow their passions in learning. Our weekly Texan Town supports this by allowing learners to chose from a variety of different clubs that are led by both staff and parents. They are given the chance to learn and experience things that they otherwise may not be able to experience.

We strive to increase parental support and involvement on our campus. Most recently, we moved our PTO meetings to the evenings in order for more families to attend who may work or not have transportation during the day. We have also increased the amount and type of communication that is available to parents. Our teachers continue to send weekly newsletters and all educators have a Twitter account to share out announcements and learning. In addition to our campus Twitter account, we have also added a campus Facebook page this year, along with a weekly parent newsletter from the principal to spotlight the learning on campus and share upcoming events. Some campus events that are open to our families and the community include our Fall Family Picnic, Special Friend's Day, Spring Picnic, Book Fair, Dad's Camp-out, Engineering Night, Cultural Night, and musical performances.

Our most recent Employee Engagement Survey was overall positive in its responses regarding level of resources provided to staff and learners, feeling safe while at school, inclusion of parents in campus activities, and overall enjoyment of working at the school. In a Social Emotional survey that our 3rd, 4th, and 5th grade learners took last year, a majority of our learners felt a sense of belonging to their class and the school. It also spotlighted our learners' social awareness, specifically in regards to maintaining positive relationships with others.

Perceptions Strengths

- Learners are consistently given choice both in class and in club opportunities.
- Educators feel the school is like a family and there is very little turnover from year to year.
- There are a variety of events throughout the year that parents are invited to participate in.
- Parents participate in both during and after school enrichment opportunities with our learners.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for learners to increase their ability to regulate emotions. **Root Cause:** There are factors both in and out of school that attribute to our learners' social-emotional needs.

Problem Statement 2: There is a need to increase understanding and implementation of restorative discipline. **Root Cause:** There are different levels of training, understanding, and implementation of restorative discipline.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

Evaluation Data Source(s) 1: T-TESS Observations & Evaluations, UbD Plans, Common Formative Assessment Data, Team Collaborative Planning Agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Educators will use collaborative planning time to unpack state standards, develop common formative assessments, and analyze the data to plan for interventions and enrichment.	2.4, 2.5, 2.6	Campus Administrators will attend collaborative planning time, Instructional Coach	All learners will learn at high levels and master grade level standards.				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The data shows that our EL and Economically Disadvantaged learners are consistently scoring at lower levels on STAAR than the overall population. Root Cause 1: There has been a lack of training on creating and using common formative assessment data to provide targeted instruction and interventions.
Problem Statement 2: The data shows that the overall percentage of learners scoring in the Meets category remains under 80% in all grade levels and subject areas (some areas as low as 60%). Root Cause 2: There has been a lack of training on creating and using common formative assessment data to provide targeted instruction, interventions, and enrichment activities.
School Processes & Programs
Problem Statement 1: There is a need for more targeted instruction, interventions, and enrichment activities based on common assessment data. Root Cause 1: Educators have had limited training on both the creation and analysis of common assessments to drive targeted instruction.

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

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

Evaluation Data Source(s) 2: Common Formative Assessment Data, Learner Goal Setting & Reflections, STAAR Data, District Benchmark Assessment Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) A group of educators will attend the Solution Tree: Collaborative Common Assessment Workshop to support the development and analysis of common assessments.	2.4, 2.5, 2.6	Campus Admin	Teams will move from "developing" to "sustaining" on the Common Assessment portion of the PLC Continuum Rubric				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 5883.00							
2) Educators will use collaborative planning time to design common assessments and analyze the data to design instruction, interventions, and enrichment.	2.4, 2.5, 2.6	Campus Administrators will attend collaborative planning time, Instructional Coach	All learners' needs will be met through instruction driven by their specific need.				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: The data shows that our EL and Economically Disadvantaged learners are consistently scoring at lower levels on STAAR than the overall population. Root Cause 1: There has been a lack of training on creating and using common formative assessment data to provide targeted instruction and interventions.
Problem Statement 2: The data shows that the overall percentage of learners scoring in the Meets category remains under 80% in all grade levels and subject areas (some areas as low as 60%). Root Cause 2: There has been a lack of training on creating and using common formative assessment data to provide targeted instruction, interventions, and enrichment activities.
School Processes & Programs
Problem Statement 1: There is a need for more targeted instruction, interventions, and enrichment activities based on common assessment data. Root Cause 1: Educators have had limited training on both the creation and analysis of common assessments to drive targeted instruction.

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

Performance Objective 3: Meaningful relationships that promote efficacy and achievement of all learners will be established and maintained.

Evaluation Data Source(s) 3: Classroom Observations, Learner Surveys, Decrease in Both Overall Discipline Referral Amount & Repeat Learner Referrals

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) A group of educators will attend The 2nd Annual National Educators for Restorative Practices.	2.4, 2.5, 2.6	Campus Admin., Counselor	Increased use of restorative practices to promote positive classroom and school culture.				
Problem Statements: Perceptions 1, 2 Funding Sources: 211 - Title I, Part A - 2300.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: There is a need for learners to increase their ability to regulate emotions. Root Cause 1: There are factors both in and out of school that attribute to our learners' social-emotional needs.
Problem Statement 2: There is a need to increase understanding and implementation of restorative discipline. Root Cause 2: There are different levels of training, understanding, and implementation of restorative discipline.

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

Performance Objective 4: Student achievement and progress levels will exceed state and national (where applicable) standards/averages for all student groups.

Evaluation Data Source(s) 4: STAAR Data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Use technology resources that are available both at school and home, including Ellevation, Imagine Learning, iStation, Raz Kids Plus, Reflex Math, BrainPop, and Gizmos to assist in meeting the individual levels of learners.	2.4, 2.5, 2.6	Campus Admin., ESL Facilitator, Special Education Educators, GT Specialist	All learners will meet or exceed grade level standards.				
	Problem Statements: Student Academic Achievement 1, 2						
2) Educators will implement reading workshop K-5 using Units of Study for Teaching Reading.	2.4, 2.6	Campus Admin., Instructional Coach	All learners will meet or exceed grade level standards in reading.				
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: The data shows that our EL and Economically Disadvantaged learners are consistently scoring at lower levels on STAAR than the overall population. Root Cause 1: There has been a lack of training on creating and using common formative assessment data to provide targeted instruction and interventions.
Problem Statement 2: The data shows that the overall percentage of learners scoring in the Meets category remains under 80% in all grade levels and subject areas (some areas as low as 60%). Root Cause 2: There has been a lack of training on creating and using common formative assessment data to provide targeted instruction, interventions, and enrichment activities.
School Processes & Programs
Problem Statement 2: There is a need for consistency in use of the reading and writing workshop model. Root Cause 2: District training has just recently been implemented to support the workshop model and was done so at varying degrees for each educator.

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

Performance Objective 5: STAAR scores at the meets or masters Grade level will increase over the previous year in each subject area assessed.

Evaluation Data Source(s) 5: STAAR Data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Use longitudinal data to identify learners who have not shown an increase in meeting or mastering categories of STAAR.	2.4, 2.6	Campus Admin., GT Facilitator, Instructional Coach, ESL Facilitator	There will be an increase in STAAR scores at the meets or masters category.				
Problem Statements: Student Academic Achievement 1, 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: The data shows that our EL and Economically Disadvantaged learners are consistently scoring at lower levels on STAAR than the overall population. Root Cause 1: There has been a lack of training on creating and using common formative assessment data to provide targeted instruction and interventions.
Problem Statement 2: The data shows that the overall percentage of learners scoring in the Meets category remains under 80% in all grade levels and subject areas (some areas as low as 60%). Root Cause 2: There has been a lack of training on creating and using common formative assessment data to provide targeted instruction, interventions, and enrichment activities.

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

Performance Objective 6: STAAR achievement and growth scores for all student groups including, Special Education, English Learners, Two or More Races, and Economically Disadvantaged, will increase over the previous year in each subject area assessed.

Evaluation Data Source(s) 6: STAAR data

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide interventions to learners at risk who are not meeting grade level standards or showing significant growth through the use of campus interventions for the two or more races student group and tutorial support for our ELs.	2.4, 2.6	Campus Admin., ESL Facilitator	There will be an increase in STAAR achievement for all student groups. This will also address the 2018 Closing the Gaps Data Table.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - State Comp Ed - 9040.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 1: The data shows that our EL and Economically Disadvantaged learners are consistently scoring at lower levels on STAAR than the overall population. Root Cause 1: There has been a lack of training on creating and using common formative assessment data to provide targeted instruction and interventions.

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

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

Evaluation Data Source(s) 1: Guest Speaker Schedule, Texan Town Club Lists

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All learners will participate in interest-based enrichment activities. This includes guest speakers based on interest, Texan Town Clubs, & Robotics/Coding Club.	2.4, 2.5	Campus Admin., GT Facilitator	All learners will have the opportunity to develop and explore their talents and interests.				
	Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 6001.22						
2) Utilize the resources of the Real Schools Gardens' Evergreen Sustainability Plan to continue the use of the Town Center Learning Garden as an instructional tool.	2.4, 2.5	Campus Admin., Campus Garden Coordinator	Increased hands-on learning and deeper connections with all content areas.				
	Problem Statements: School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 1000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for our Gifted and Talented identification to be reflective of our campus populations. Root Cause 1: Ongoing training for GT identification in diverse student populations is very limited at the campus level.
School Processes & Programs
Problem Statement 1: There is a need for more targeted instruction, interventions, and enrichment activities based on common assessment data. Root Cause 1: Educators have had limited training on both the creation and analysis of common assessments to drive targeted instruction.

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

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

Evaluation Data Source(s) 2: Digital Portfolios, Open House

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Learners will create their own digital portfolio using the Bulb platform to highlight their learning and reflections.	2.5	Campus Admin., Educators, Digital Learning Coach	All learners will be able to highlight evidence of their learning.				
Problem Statements: Demographics 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need for our Gifted and Talented identification to be reflective of our campus populations. Root Cause 1: Ongoing training for GT identification in diverse student populations is very limited at the campus level.

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

Performance Objective 1: All K through 5th grade learners will be provided instruction on digital citizenship, digital safety and information literacy.

Evaluation Data Source(s) 1: Clarity Data, UbD Lesson Plans, K-5 Digital Literacy and Citizenship Overview Resources

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Educators will utilize Digital Classroom Training Resources located in Schoology.	2.5	Campus Admin., Digital Learning Coach	Learners will use technology appropriately.				
Problem Statements: School Processes & Programs 3							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to continue development of digital citizenship. Root Cause 3: Digital citizenship is an ongoing skill to be reinforced as technology and independence levels increase.

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

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

Evaluation Data Source(s) 2: Attendance at 4th Grade Writing Workshop Night, Attendance at Family STEM Night, Educator Websites, Blogs & Newsletters, Cultural Night

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Host a Family STEM Night	2.5	Campus Admin., Educators	There will be increased parent engagement and opportunity for learning to extend beyond the classroom to the home.				
	Problem Statements: Demographics 2 Funding Sources: 211 - Title I, Part A - 1400.00						
2) Host Parent Writing Workshop Night		Campus Admin., 4th Grade Teachers	There will be increased parent knowledge of writing workshop and practical ways they can support their child's writing at home.				
	Problem Statements: Demographics 2						
3) Host Cultural Experience Night	2.5	Campus Admin., ESL Facilitator, Cultural Night Committee	There will be increased inclusiveness of all families in school activities, events, and volunteer opportunities.				
	Problem Statements: Demographics 2 Funding Sources: 211 - Title I, Part A - 458.50						
4) Host Monthly Parent Newcomer Classes	2.5	Campus Admin., ESL Facilitator	There will be an increase of inclusiveness of all families in school activities, events, and volunteer opportunities.				
	Problem Statements: Demographics 2						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: There is a need to enhance communication and engagement for families. **Root Cause 2:** As the population of Town Center has changed, the types/consistency of communication has not.

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

Performance Objective 3: Town Center will provide structures and/or strategies to support the social emotional well-being of learners.

Evaluation Data Source(s) 3: Classroom Observations, Decrease in Office Referrals Both Overall & Repetitive Referrals, Guidance Lesson Plans

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Create mentoring opportunities for learners.	2.5	Campus Admin., Counselor	There will be an increase in learner achievement, attendance, and positive behavior.				
	Problem Statements: Perceptions 1						
2) Continue small groups with the campus counselor that target specific social emotional skills based on learner need.	2.5	Campus Admin., Counselor	There will be an increase in the ability of learners to self-regulate emotions.				
	Problem Statements: Perceptions 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: There is a need for learners to increase their ability to regulate emotions. Root Cause 1: There are factors both in and out of school that attribute to our learners' social-emotional needs.

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

Performance Objective 1: Town Center will provide professional learning and calibrate the implementation of Professional Learning Communities (PLCs).

Evaluation Data Source(s) 1: Campus Agendas, Campus Professional Learning Days (the third Wednesday of each month), Collaborative Learning Time, Design Days (4 days per team), PLC Reflection Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) K-5 educators will have four design days throughout the school year to collaborate on lesson design, interventions, and enrichment.	2.4, 2.5, 2.6	Campus Admin., Instructional Coach	There will be an increase in collaborative lesson design, interventions, and enrichment to target each learners' specific needs.				
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2 Funding Sources: 211 - Title I, Part A - 10800.00						
2) A group of educators will participate in the CISD Professional Learning Community Cohort.	2.4	Campus Admin., Instructional Coach	Our campus teams will work through the 4 PLC questions with more fidelity and consistency.				
	Problem Statements: School Processes & Programs 1						
3) Educators will attend professional development at the campus level that focuses on prevention of potential bias, specifically in regards to learners qualifying for programs such as GT.	2.4	Campus Admin., GT Specialist, ESL Facilitator	There will be greater fidelity in identifying learners for special programs. Sub. populations will be more equally represented.				
	Problem Statements: Demographics 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a need for our Gifted and Talented identification to be reflective of our campus populations. **Root Cause 1:** Ongoing training for GT identification in diverse student populations is very limited at the campus level.

Student Academic Achievement

Problem Statement 1: The data shows that our EL and Economically Disadvantaged learners are consistently scoring at lower levels on STAAR than the overall population. **Root Cause 1:** There has been a lack of training on creating and using common formative assessment data to provide targeted instruction and interventions.

Problem Statement 2: The data shows that the overall percentage of learners scoring in the Meets category remains under 80% in all grade levels and subject areas (some areas as low as 60%). **Root Cause 2:** There has been a lack of training on creating and using common formative assessment data to provide targeted instruction, interventions, and enrichment activities.

School Processes & Programs

Problem Statement 1: There is a need for more targeted instruction, interventions, and enrichment activities based on common assessment data. **Root Cause 1:** Educators have had limited training on both the creation and analysis of common assessments to drive targeted instruction.

Problem Statement 2: There is a need for consistency in use of the reading and writing workshop model. **Root Cause 2:** District training has just recently been implemented to support the workshop model and was done so at varying degrees for each educator.

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

Performance Objective 2: Town Center will calibrate and streamline the RTI System to integrate with our Professional Learning Community practices to provide additional supports for all learners at each campus.

Evaluation Data Source(s) 2: RTI data (interventions/enrichment, number of learners receiving different tier services)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) A group of educators, instructional coach, and campus RTI coordinator will attend Solution Tree's RTI Institute.	2.4, 2.5, 2.6	Campus Admin., Instructional Coach, Educators	We will create a streamlined RTI system that integrates our campus PLC, and increases learner academic levels and behavior achievement.				
Problem Statements: School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 7152.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need for more targeted instruction, interventions, and enrichment activities based on common assessment data. Root Cause 1: Educators have had limited training on both the creation and analysis of common assessments to drive targeted instruction.

A Site Based Committee

Committee Role	Name	Position
Administrator	Jennifer Martin	Administrator
Administrator	Annelise Ford	Administrator
Classroom Teacher	Courtney Rice	Classroom Teacher
Classroom Teacher	Lori Vincenzo	Classroom Teacher
Classroom Teacher	Ashlin Bowman	Classroom Teacher
Classroom Teacher	Logan Heath	Classroom Teacher
Classroom Teacher	Renee Foroodi	Classroom Teacher
Classroom Teacher	Jenna Taylor	Classroom Teacher
Classroom Teacher	Katie Tonemah	Classroom Teacher
District-level Professional	Susie Williams	District-level Professional
Parent	Randall Chen	Parent
Business Representative	Sanam Wright	Business Representative
Community Representative	Dianne Johnston	Community Representative

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Conference Fees for 7 Educators: Collaborative Common Assessment Workshop	211-11-6299-00-108-24-000-21190	\$4,683.00
1	2	1	Subs for 6 Educators for Collaborative Common Assessment Workshop	211-11-6112-00-108-24-000-21190	\$1,200.00
1	3	1	Two Subs for Restorative Practices Conference	211-11-6112-00-108-24-000-21190	\$400.00
1	3	1	Restorative Practices Conference Registration: 2 educators	211-11-6299-00-108-24-000-21190	\$950.00
1	3	1	Restorative Practices Conference Registration: Principal	211-23-6299-00-108-24-000-21190	\$475.00
1	3	1	Restorative Practices Conference Registration: 1 counselor	211-31-6299-00-108-24-000-21190	\$475.00
2	1	1	Extra Duty Pay for Robotics/Coding Club	211-11-6118-00-108-24-000-21190	\$3,422.00
2	1	1	Robotics/Coding/Engineering Supplies	211-11-6399-00-108-24-000-21190	\$2,579.22
2	1	2	Real School Gardens Evergreen Sustainability Plan	211-13-6291-00-108-24-000-21190	\$1,000.00
3	2	1	Two Perot Museum STEM Programs	211-11-6299-00-108-24-000-21190	\$1,400.00
3	2	3	Cultural Night Supplies	211-61-6399-00-108-24-000-21190	\$458.50
4	1	1	Educator subs for each of the 4 design days per grade level	211-11-6112-00-108-24-000-21190	\$10,800.00
4	2	1	Subs for 6 educators for the RTI Institute	211-11-6112-00-108-24-000-21190	\$1,800.00
4	2	1	Registration for 6 educators and 1 Instructional Coach for RTI Institute	211-11-6299-00-108-24-000-21190	\$4,683.00
4	2	1	Registration for RTI Coordinator/AP RTI Institute	211-23-6299-00-108-24-000-21190	\$669.00
Sub-Total					\$34,994.72
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Interventionist for at risk learners and tutoring for EL learners	199-11-6121-00-108-24-000-21190	\$9,040.00
Sub-Total					\$9,040.00
Grand Total					\$44,034.72