College Station ISD

District Improvement Plan

2024-2025

Board Approval Date: September 17, 2024
Public Presentation Date: September 17, 2024

Mission Statement

Success...each life...each day...each hour.

Vision

CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships.

Together we prepare our learners for their own unique success -- **each life… each day... each hour.**

Core Beliefs

We believe the purpose of education is to develop productive citizens. CSISD will…

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

We believe educators and students can be lifelong learners, who are excited to engage in learning together. CSISD will…

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

We believe relationships and communication are driving forces in education. CSISD will…

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

We believe critical thinking, real world problem-solving and engaged learning are crucial to learners' success now and in the future. CSISD will…

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

We believe the skillful use of technology can enhance learning experiences. CSISD will….

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 11, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Through partnership with engage2learn, College Station ISD engaged our community, staff and students in a strategic planning process during spring 2021 to set our course for the future. The strategic design team included approximately 40 individuals including students, parents, teachers, principals, district administrators, and school board trustees. Grounded in community feedback, the team developed our vision, portraits, goals, specific actions and framework for success. Part of this work included an in-depth Comprehensive Needs Assessment. This work became the foundation of the 21-22 CSISD District Improvement Plan and has carried forward through approvals from the District Education Improvement Council and the Board of Trustees. For more information about the CSISD Strategic Plan, please visit our website here: LINK

Demographics

Demographics Summary

CSISD is a diverse school district, serving over 14,300 students. Student demographics are 50% White, 24% Hispanic, 14% African American, 7% Asian, 3% Two or More races, and 2% Native American. Across our district are students are served in the following student programs: 8.5% Dyslexia, 11% Gifted and Talented, 9.5% 504, 16% Special Education, 10% Emergent Bilingual, 6% Bilingual, 4% English as a Second Language, and 35.5% are At-Risk. Ten of our nineteen campuses are classified as a Title I school with 41% of our total student population classified as economically disadvantaged. In 2023-2024, CSISD had an average daily attendance rate of 94.9% whereas prior to the pandemic, the average daily attendance rate was between 96%-97% each year. Between our three high schools, CSISD has a four year graduation rate of 96.1%.

CSISD employs 1,315 classroom teachers, campus administrators, and district administrators. Our teachers have an average of 13 years of professional experience and our campus principals and assistant principals bring an average of 15 years of experience to our schools. Over the past five years, College Station ISD has an 86% teacher retention rate. Staff demographics are 66% White, 20% Hispanic, 11% African American, 1.5% Asian, 1% Two or More races, and .5% Native American.

Demographics Strengths

Our students are able to showcase their unique successes in a variety of ways beyond test scores, especially through the extracurricular and cocurricular activities at the middle school and high school level. In 2021, CTE course enrollment grew to 89% of our students in 8-12th grade taking at least one CTE course, while 83% of our students participated in some kind of fine arts and 43% participated in athletics. Our students experience success in competing at the regional and state levels and some CSISD students progress to the national level in competitions. Students from all of our Career and Technical Student Organizations had representatives in national competitions this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause:** Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.

Problem Statement 2 (Prioritized): The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause:** Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.

Problem Statement 3 (Prioritized): Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause:** The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.

Problem Statement 4 (Prioritized): CSISD lacks a comprehensive MTSS program that supports the wide variety of needs of all students. **Root Cause:** A lack of a consistent, calibrated, comprehensive, multi-tiered system of support across all CSISD campuses.

Problem Statement 5 (Prioritized): Teacher feedback, behavior referrals, and counselor observations report an increased need of social emotional / mental health support for students across all demographic categories. **Root Cause:** Since the pandemic, there has been an increase in social emotional / mental health needs across all school districts.

Student Learning

Student Learning Summary

From a broad perspective CSISD students perform well on standardized tests. They are highly competitive on their SAT and ACT scores for college admission and Advanced Placement Test scores. 2023 STAAR scores indicate that our students are rebounding from the learning loss caused by school closure and remote learning, with most of our student groups outperforming their peers across the state. Measures of Academic Progress (MAP) data indicate that there are groups of our students, specifically those identified as low-SES, and the ethnic groups of African American and Hispanic are not demonstrating the same academic growth as their peers in other student groups. These achievement gaps are evident in our district STAAR data as well. Additionally, the number of students receiving special education services and being served through Section 504 services continues to grow, leading to a need for increased staffing. The emergent bilingual student population also continues to grow, along with the percentage of students who are economically disadvantaged.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause:** Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.

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Problem Statement 4 (Prioritized): The technology network needs to grow and build capacity to support additional devices. **Root Cause:** We are working to add additional devices across each campus in our district.

Problem Statement 5 (Prioritized): Our district lacks in consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction. **Root Cause:** The emphasis places on consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction in previous years has been low.

Problem Statement 6 (Prioritized): CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection. **Root Cause:** An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

District Processes & Programs

District Processes & Programs Summary

In order to accomplish Goal 1, Specific Result 1.2 of our strategic plan, College Station ISD partnered with Solution Tree for the purposes of establishing and utilizing Professional Learning Communities in each of our schools. The partnership began in the summer of 2023 and will continue for the foreseeable future. The purpose of this work is for our campuses to have a system and process in place to analyze student data, collaborate in grade level / department teams, and participate in professional learning all with the intended outcome of improving the student learning outcomes of all students.

To address Goal 2 of our strategic plan, CSISD is working to create and align MTSS (Multi-Tiered Systems of Support) so that we are better able to support the academic, behavioral, and social emotional needs of each student in our district. The intended results we plan to achieve from our MTSS program is to increase student success of our underperforming student groups through calibrated and comprehensive academic and behavioral supports.

Goal 5 of the CSISD strategic plan is about improving the technology ecosystem across the entire district. CSISD is working to accomplish this by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment. Across the district we have been and will continue to increase the number of classroom sets of devices, improve the technology infrastructure and network as a whole, and ensure the safety and security of the technology infrastructure as well as protection of private information. The technology department is working to ensure efficient and effective technology staffing is maintained and is available to support the technology needs across the district.

Positively impacting and ultimately transforming the learner experience through purposeful integrations of instructional technology that augments teaching and learning is the focus of Goal 6 in our strategic plan. To accomplish the goal, CSISD has a comprehensive instructional technology plan for teachers and staff that was created with the needs of all students at each grade level. As technology is everchanging, our system of technology management and integration into the classroom must by comprehensive and dynamic so as to keep CSISD technology resources, networks, and integration into daily teaching, learning, and support.

District Processes & Programs Strengths

The partnership with Solution Tree has provided the foundational structure necessary for CSISD to establish and begin to utilize PLC and Collaborative Team Meetings as a part of our every day work structure to increate student learning outcomes.

Teachers will be taught how to read, understand, and make instructional adjustments based upon the different sources of student achievement data sources from NWEA MAP, Edmentum, Common Formative Assessments, Classroom Grades, and STAAR results.

The creation and development of a district wide MTSS program is going to equip our schools with the tools, supports, and resources needed to help with the varied needs of our diverse student population. From academics to behavior to social / emotional needs, we will be able to support and improve the whole child.

Our technology infrastructure is growing and improving each year. We have the most devices that we have ever had in the classrooms across CSISD and our network is being developed and support this increase in technology usage. Our instructional technology usage has increased with intent and purpose as it relates to providing better learning experiences for our students.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not

been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups.
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Problem Statement 7 (Prioritized): The technology network needs to grow and build capacity to support additional devices. **Root Cause:** We are working to add additional devices across each campus in our district.

Problem Statement 8 (Prioritized): Technology security needs are ever changing due to continually evolving cybersecurity threats. **Root Cause:** Technology is ever evolving and bad actors are always looking at schools as possible targets.

Problem Statement 9 (Prioritized): Despite increasing the number of technology devices for students across the district, we are still lacking in the total number of devices for all students to reliably utilize technology as a part of daily learning activities. **Root Cause:** Our district has been a bring your own device district for many years and some student groups are unable to bring a device that can be used for academic learning purposes.

Problem Statement 10 (Prioritized): CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection. **Root Cause:** An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

Perceptions

Perceptions Summary

Goal 3 of the strategic design is for CSISD to enrich students' school experiences by strengthening relationships between students, staff, and families. This is going to be accomplished in a variety of ways which includes: training and ongoing support for staff in promoting positive relationships among students, staff and parents; promoting an engaging relationship between the school district and community; providing students and families with social / emotional support. Goal 4 is focused on CSISD cultivating and strengthening intentional partnerships with local businesses, community organizations, and higher education agencies. Through the prior work in both goals 3 and 4 of the strategic plan, we know that our community supports our school district and that students are generally satisfied with the education they receive from CSISD.

Here are some recent examples of what CSISD students have to say about our district:

"I've been in CSISD for 7 years now. It is a great school district with several fun/well trained teachers that have their student best interest at heart. I can truly say that I have felt at home when attending Cypress Grove Intermediate, Pecan Trail Intermediate, Wellborn Middle School, and College Station High School. "

"I have had a really great experience over my years in CSISD. I really loved how helpful and open everyone is to one another and how they always strive to see the best in others and support them on their journeys."

"I am new to CSISD as a high school senior. I was vey impressed with the amount of academic and social amenities that are involved in the school such as sports, debate, clubs etc. I involved myself with the schools track team, MUN, World Cultures Club and more. Despite being new to the school I felt very welcomed in my classes and clubs and got to meet a lot of people."

CSISD utilizes social media, websites, and direct methods of communication with parents and students through programs that are designed to connect the school directly to email addresses and phone numbers when needed. Through these communication avenues, our campus and district administrators are able to interact and gather input / feedback from families in a variety of ways that are both formal and informal. In our most recent calendar development process, CSISD had a total of 4,215 participants providing feedback. These participants included parents, students, teachers, non-instructional staff members and community members.

CSISD collects surveys in a variety of forms and formats to capture the voice and perceptions of CSISD across the greater community. The most recent perception data available is from the Spring 2023 Family Survey. Parents were surveyed on family engagement, learning behaviors, school climate, school fit and school safety. In Spring 2023, 1,164 parents completed the survey.

Over the past three years, CSISD has engaged the community to share feedback and input related to the process developing school bonds in the forms of committees made up of community members and leaders. The GPA and class rank system that is currently progressing through our high schools with the class of 2027 was created as a several months long process of community input, feedback, and plan development.

Despite these different examples of engagement opportunities, there are areas that our district can improve when it comes to more frequent engagement opportunities for parents and community members. Currently, our engagement opportunities for parents and community members are centered around when input / feedback is needed for specific purposes. We lack a community engagement plan that works to inform parents and community members about the great things we accomplish in College Station ISD and how they can be more actively involved in our successes.

Perceptions Strengths

Historically, College Station ISD has gathered community input and feedback through a variety of methods. The community input has been utilized to inform the direction and the decisions made in several different aspects of the school district. The College Station community answers the call to provide voice and input when requested from individual

campuses and the district. The data shows strengths in school climate, school fit and school safety. Specifically, parents that completed the survey believe their child(ren) enjoys school, are motivated to do well in school and have supportive administrators and teachers that they respect.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Family engagement in CSISD is low. **Root Cause:** CSISD does not have a community engagement plan.

Problem Statement 2 (Prioritized): Teacher feedback, behavior referrals, and counselor observations report an increased need of social emotional / mental health support for students across all demographic categories. **Root Cause:** Since the pandemic, there has been an increase in social emotional / mental health needs across all school districts.

Priority Problem Statements

Problem Statement 1: Family engagement in CSISD is low.

Root Cause 1: CSISD does not have a community engagement plan.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups.

Root Cause 2: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.

Problem Statement 2 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 3: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups.

Root Cause 3: Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.

Problem Statement 3 Areas: Demographics - District Processes & Programs

Problem Statement 4: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.

Root Cause 4: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.

Problem Statement 4 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 5: CSISD lacks a comprehensive MTSS program that supports the wide variety of needs of all students.

Root Cause 5: A lack of a consistent, calibrated, comprehensive, multi-tiered system of support across all CSISD campuses.

Problem Statement 5 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 6: Teacher feedback, behavior referrals, and counselor observations report an increased need of social emotional / mental health support for students across all demographic categories.

Root Cause 6: Since the pandemic, there has been an increase in social emotional / mental health needs across all school districts.

Problem Statement 6 Areas: Demographics - District Processes & Programs - Perceptions

Problem Statement 7: The technology network needs to grow and build capacity to support additional devices.

Root Cause 7: We are working to add additional devices across each campus in our district.

Problem Statement 7 Areas: Student Learning - District Processes & Programs

Problem Statement 8: Our district lacks in consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction.

Root Cause 8: The emphasis places on consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction in previous years has been low.

Problem Statement 8 Areas: Student Learning - District Processes & Programs

Problem Statement 9: Technology security needs are ever changing due to continually evolving cybersecurity threats.

Root Cause 9: Technology is ever evolving and bad actors are always looking at schools as possible targets.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Despite increasing the number of technology devices for students across the district, we are still lacking in the total number of devices for all students to reliably utilize technology as a part of daily learning activities.

Root Cause 10: Our district has been a bring your own device district for many years and some student groups are unable to bring a device that can be used for academic learning purposes.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.

Root Cause 11: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

Problem Statement 11 Areas: Student Learning - District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- 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
- Federal Report Card and accountability data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data
- T-TESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: April 16, 2024

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 1: By May 2025, CSISD Instructional Staff will provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners at each of our campuses on a daily basis.

High Priority

Evaluation Data Sources: Campus Improvement Plans
Campus Professional Development Sessions Documented in Professional Learning System
Walk Through Data

Strategy 1 Details				Reviews			
Strategy 1: Using a variety of data sources (end of year surveys, MAP data, etc.), campus principals will identify their fourth phase of the CSISD Framework for Success to implement into their professional learning plans to improve instructional practices.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - District Processes & Programs 1, 2, 3							
Strategy 2 Details				Reviews			
Strategy 2: Each campus will leverage the instructional phases of the CSISD Framework for Success to design varied and engaging learning experiences for students				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - District Processes & Programs 1, 2, 3							

Strategy 3 Details	Reviews			
Strategy 3: Campus-based professional learning regarding the instructional framework will be designed to address the distinct learning needs, interests, aspirations, and cultural backgrounds of all learners with supports provided by district C&I staff	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improve student learning outcomes
    Staff Responsible for Monitoring: Campus Principals, Executive Directors of Elementary and Secondary Education
 	
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2 - District Processes & Programs 1, 2, 3				

Strategy 4 Details	Reviews			
Strategy 4: Campus staff will integrate the Framework for Success into onboarding of new campus staff	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve classroom lessons	**Nov**	**Jan**	**Mar**	**June**

Improve student learning experiences
Improve student learning outcomes
    Staff Responsible for Monitoring: Campus Principals, Executive Directors of Elementary and Secondary Education
 	
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2 - District Processes & Programs 1, 2, 3				

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

Performance Objective 1 Problem Statements:

Demographics
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Student Learning
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District Processes & Programs
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Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 2: By January of 2025, CSISD will have a fully developed learning walk protocol, with leadership trained, will be 100% completed.

High Priority

Evaluation Data Sources: Learning walk protocols developed
Training Session Agendas
Learning Walk Cycle Completion

Strategy 1 Details	Reviews			
Strategy 1: Develop the learning walk protocols to be used as a part of leadership development and growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Feedback to teachers improve and campus administrator instructional leadership skills increase	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Directors of Secondary and Elementary, Deputy Superintendent of Teaching and Learning				
Equity Plan **Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1, 2				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.
Problem Statement 2: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.

Student Learning
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.

District Processes & Programs
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.
Problem Statement 2: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 3: By January 2025, 100% of campus principals will have monitored TPESS progress goals set at beginning of 24-25 year.

High Priority

Evaluation Data Sources: TPESS goal setting meetings
TPESS goal progress monitoring

Strategy 1 Details		Reviews			
Strategy 1: Introduce campus principals to the TPESS model.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide learning to principals about TPESS and how it will improve their instructional leadership practices		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Directors of Secondary and Elementary, Deputy Superintendent of Teaching and Learning **Equity Plan** **Problem Statements:** Demographics 2 - District Processes & Programs 2					

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.

District Processes & Programs
Problem Statement 2: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 4: By January 2025, 25% of campus faculty and admin will have been trained in the Solution Tree PLC practices.

High Priority

Evaluation Data Sources: Attendance at Solution Tree Conferences
Attendance at Solution Tree District Hosted Events

Strategy 1 Details			Reviews	
Strategy 1: Work with Solution Tree associates to provide in-district training opportunities for all faculty, staff, and administrators to learn about and be equipped to implement PLC practices in their daily work.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved collaboration between team members Improved student learning outcomes **Staff Responsible for Monitoring:** Campus principals, Director of School Improvement, Executive Directors of Elementary and Secondary, Deputy Superintendent of Teaching & Learning **Equity Plan** **Problem Statements:** Demographics 1 - Student Learning 1 - District Processes & Programs 1				

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.

Student Learning
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.

District Processes & Programs
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 5: In the 2025 TELPAS, the percentage of Emergent Bilingual students demonstrating progress on their composite score by one or more levels will increase by 5 percentage points.

High Priority

Evaluation Data Sources: TELPAS composite score outcomes

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Tier I instruction of Emergent Bilingual students by ensuring training opportunities are provided to Emergent Bilingual staff, Dual Language/ESL teachers, as well as high school content area teachers who serve EB students in the areas of English Language Proficiency Standards (ELPS), Language Proficiency Assessment Committee (LPAC), Sheltered Instruction, Dual Language Program updates, Toma la Palabra!, TELPAS, and program implementation and compliance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Growth in MAP, STAAR, and TELPAS outcomes, program compliance, and teacher effectiveness **Staff Responsible for Monitoring:** Language Acquisition Coordinator **Problem Statements:** Demographics 3 - Student Learning 2 - District Processes & Programs 3 **Funding Sources:** Professional development presenters & program consultants - 263 Title III, Part A - 6299 - $57,000 , Professional development travel - 263 Title III, Part A - $20,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 3: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.   **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.

Student Learning
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.   **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.

District Processes & Programs

Problem Statement 3: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 6: During the 24-25 school year, CSISD will continue to develop a system of personalized professional learning for all educators at each campus and each teaching and learning department office.

> **Evaluation Data Sources:** Campus Improvement Plans
> Campus Professional Development Sessions Documented in Professional Learning System
> Walk Through Data
> Exemplars that represent:
> Curated choices at campus and district levels
> -Learning /doing model
> -Coaching and Professional Learning Communities
> Campus Administrator Leadership Goals and Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Support the implementation of Professional Learning Communities with fidelity through ongoing professional learning and leveraging instructional coaches and high school department chairs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve professional learning for all instructional staff Improve student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Leadership and Professional Learning **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - District Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Provide foundational learning to campus-level guiding coalitions on campuses designated as Cohort 2 through the Solution Tree Coaching Academy.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the PLC foundation and structure at each of the Cohort 2 Campuses **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education, Director of School Improvement **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - District Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
Strategy 3: Implement supports for teachers in individual growth toward T-TESS instructional goals through the K-8 instructional coaches and high school department chairs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved teacher understanding of T-TESS rubric and impact on student learning Improved student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education **Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1, 2				

Strategy 4 Details	Reviews			
Strategy 4: Continue to use the CSISD Leadership Definition as well as the TPESS model for personalized professional growth opportunities for administrators and in aspiring leadership academies	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the instructional leadership skills and abilities of administrators Continue to grow the future leaders of CSISD **Staff Responsible for Monitoring:** Directors of Elementary and Secondary Education, Director of School Improvement, Coordinators of ELAR, Math, Science, & Social Studies, Director of Federal and State Programs				

Strategy 5 Details	Reviews			
Strategy 5: Utilize teacher leaders and instructional coaches to provide more diverse, targeted, and personalized professional learning on district PD days.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Expanded leadership capacity of teacher leaders and instructional coaches Improved professional learning opportunities and offerings **Staff Responsible for Monitoring:** Directors of Elementary and Secondary Education, Director of Leadership and Professional Learning **Problem Statements:** Demographics 1 - Student Learning 1, 5 - District Processes & Programs 1, 6				

Strategy 6 Details	Reviews			
Strategy 6: Model purposeful use of technology and digital resources during adult learning District and Campus professional learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Model the use of technology for adult learners Improve the use of technology in all instructional settings **Staff Responsible for Monitoring:** Director of School Improvement Director of Digital Learning **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - District Processes & Programs 1, 3				

Strategy 7 Details	Reviews			
Strategy 7: Increase professional learning and coaching supports for out of field (District of Innovation certified) teachers, new teachers, and struggling teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved instructional capacity and abilities of out of field, new, and struggling teachers **Staff Responsible for Monitoring:** Director of Human Resources Director of School Improvement Campus Administrators Instructional Coaches Department Heads **Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1, 2				

Strategy 8 Details	Reviews			
Strategy 8: Teachers and paraprofessionals at Title I campuses will meet the district and state certification requirements for ESSA "Highly Qualified" for the classes they teach. Parents will be notified if their child's teacher is still in the process of completing their certification requirements.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers and paraprofessionals at Title I campuses will be certified Appropriate parent notifications will be made as needed **Staff Responsible for Monitoring:** Director of Human Resources, Director of Federal and State Programs, and Campus Principals				

Strategy 9 Details	Reviews			
Strategy 9: Ensure district personnel are provided opportunities to participate in program-specific professional development activities to support program implementation and compliance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Federal and State Programs will be in compliance **Staff Responsible for Monitoring:** Director of Federal and State Programs **Funding Sources:** Professional Development Opportunities - 211 Title I, Part A - $18,700				

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

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.

Demographics
Problem Statement 2: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.
Problem Statement 3: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.

| Student Learning |
|---|
| **Problem Statement 1**: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports. |
| **Problem Statement 2**: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction. |
| **Problem Statement 5**: Our district lacks in consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction. **Root Cause**: The emphasis places on consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction in previous years has been low. |

District Processes & Programs
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.
Problem Statement 2: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.
Problem Statement 3: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.
Problem Statement 6: Our district lacks in consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction. **Root Cause**: The emphasis places on consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction in previous years has been low.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 7: During the 24-25 school year, campus leaders will continue to engage in a process for student individual goal setting and progress monitoring through professional learning communities and collaborative team meetings each week.

High Priority

Evaluation Data Sources: Campus Improvement Plans
Campus Professional Development Sessions Documented in Professional Learning System
Professional Learning Community Development
Collaborative Team Meeting Participation

Strategy 1 Details	Reviews			
Strategy 1: Utilize data management systems, such as Performance Matters and Student Analytics, to create data portfolios for teachers and students to use varied sources of data in determining student goals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Create opportunity for student ownership of learning through student goal setting Increase student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education, Director of School Improvement, Director of Assessment and Accountability, C&I Department **Problem Statements:** Demographics 3 - Student Learning 2, 5 - District Processes & Programs 3, 6				
Strategy 2 Details	Reviews			
Strategy 2: Implement common structures for individual student goal setting and progress monitoring using the MAP Growth Goal Explorer in areas assessed by MAP	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Create opportunity for student ownership of learning through student goal setting Increase student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education, Director of School Improvement, Director of Assessment and Accountability, C&I Department **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 5 - District Processes & Programs 1, 2, 3, 6				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups.   **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.
Problem Statement 2: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups.   **Root Cause**: Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.
Problem Statement 3: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.   **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.

Student Learning
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups.   **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.   **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.
Problem Statement 5: Our district lacks in consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction. **Root Cause**: The emphasis places on consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction in previous years has been low.

District Processes & Programs
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups.   **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.
Problem Statement 2: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups.   **Root Cause**: Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.
Problem Statement 3: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.   **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.
Problem Statement 6: Our district lacks in consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction. **Root Cause**: The emphasis places on consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction in previous years has been low.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 8: During the 24-25 school year, all teachers will work to increase student achievement by implementing research based best practices in Tier I instruction in all classroom lessons and learning experiences.

High Priority

Evaluation Data Sources: Campus Improvement Plans
Campus & District Professional Development Sessions Documented in Professional Learning System
Exemplars
Walkthrough Data

Strategy 1 Details		Reviews		
Strategy 1: Align expectations regarding curriculum implementation and instructional design across the district through collaborative team protocols and structures		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve teacher understanding and utilization of the curriculum Improve teacher collaboration practices with fellow teachers Improve student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education, Director of School Improvement, C&I Department **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - District Processes & Programs 1, 3					

Strategy 2 Details		Reviews		
Strategy 2: Continue to train and implement engage2Learn instructional best practices of standards alignment and assessment and formative feedback through district professional learning.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve Tier 1 classroom instruction Improve student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education, Director of School Improvement, C&I Department **Problem Statements:** Demographics 3 - Student Learning 2 - District Processes & Programs 3					

Strategy 3 Details	Reviews			
Strategy 3: Principals will select an instructional best practice from the engage2Learn list in conjunction with the phase of the Framework for Success based on instructional needs for students and monitor walk through data for implementation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve Tier 1 classroom instruction Improve student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education **Problem Statements:** Demographics 3 - Student Learning 2 - District Processes & Programs 3	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Implement aligned processes for collaborative core teacher teams using the Solution Tree Professional Learning Community model.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve teacher collaboration practices with fellow teachers Improve student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education **Problem Statements:** Demographics 3, 4, 5 - Student Learning 2, 3 - District Processes & Programs 3, 4, 5 - Perceptions 2	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Leverage instructional coaches and high school department chairs to monitor and coach collaborative teams and individual teachers on implementing curriculum and designing lessons using instructional best practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase leadership capacity of instructional coaches and department heads Improve teacher understanding and utilization of the curriculum Improve teacher collaboration practices with fellow teachers Improve student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - District Processes & Programs 1, 2, 3	**Nov**	**Jan**	**Mar**	**June**

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

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.

Demographics

Problem Statement 2: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.

Problem Statement 3: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.

Problem Statement 4: CSISD lacks a comprehensive MTSS program that supports the wide variety of needs of all students. **Root Cause**: A lack of a consistent, calibrated, comprehensive, multi-tiered system of support across all CSISD campuses.

Problem Statement 5: Teacher feedback, behavior referrals, and counselor observations report an increased need of social emotional / mental health support for students across all demographic categories. **Root Cause**: Since the pandemic, there has been an increase in social emotional / mental health needs across all school districts.

Student Learning

Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.

Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.

Problem Statement 3: CSISD lacks a comprehensive MTSS program that supports the wide variety of needs of all students. **Root Cause**: A lack of a consistent, calibrated, comprehensive, multi-tiered system of support across all CSISD campuses.

District Processes & Programs

Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.

Problem Statement 2: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.

Problem Statement 3: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.

Problem Statement 4: CSISD lacks a comprehensive MTSS program that supports the wide variety of needs of all students. **Root Cause**: A lack of a consistent, calibrated, comprehensive, multi-tiered system of support across all CSISD campuses.

Problem Statement 5: Teacher feedback, behavior referrals, and counselor observations report an increased need of social emotional / mental health support for students across all demographic categories. **Root Cause**: Since the pandemic, there has been an increase in social emotional / mental health needs across all school districts.

Perceptions

Problem Statement 2: Teacher feedback, behavior referrals, and counselor observations report an increased need of social emotional / mental health support for students across all demographic categories. **Root Cause**: Since the pandemic, there has been an increase in social emotional / mental health needs across all school districts.

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 1: In the 2025 TELPAS, the percentage of Emergent Bilingual students demonstrating progress on their composite score by one or more levels will increase by 5 percentage points.

High Priority

Evaluation Data Sources: TELPAS composite score outcomes

Strategy 1 Details		Reviews			
Strategy 1: Provide targeted summer instruction opportunities to help emergent bilingual students improve their academic English skills in listening, speaking, reading, and writing, enabling them to better engage with academic content and build confidence for future learning.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Growth in TELPAS and LAS Links Progress Monitoring outcomes **Staff Responsible for Monitoring:** Language Acquisition Coordinator **Problem Statements:** Demographics 3 - Student Learning 2 - District Processes & Programs 3 **Funding Sources:** - 263 Title III, Part A - $25,000					

Strategy 2 Details		Reviews			
Strategy 2: Ensure teachers have supplemental instructional materials and supplies to effectively meet the diverse needs of Emergent Bilingual students enhancing both dual language and ESL program goals.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Growth in TELPAS and LAS Links Progress Monitoring outcomes **Staff Responsible for Monitoring:** Language Acquisition Coordinator **Problem Statements:** Demographics 3 - Student Learning 2 - District Processes & Programs 3 **Funding Sources:** Materials & Supplies - 263 Title III, Part A - $11,334					

Strategy 3 Details		Reviews			
Strategy 3: Utilize Bilingual Instructional Coaches to analyze achievement data to inform and prioritize program and instructional improvement efforts while maximizing individual student achievement so that dual language and emergent bilingual students meet or exceed target scores on the 2025 STAAR assessments.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Growth in TELPAS and LAS Links Progress Monitoring outcomes **Staff Responsible for Monitoring:** Language Acquisition Coordinator **Funding Sources:** 2 Bilingual Instructions Coaches - 211 Title I, Part A - $175,914					

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.   **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.

Student Learning
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.   **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.

District Processes & Programs
Problem Statement 3: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.   **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 2: Increase student success of underperforming groups by establishing a calibrated, comprehensive academic Multi-Tiered System of Supports (MTSS) Program.

High Priority

Evaluation Data Sources: Campus Improvement Plans
Intervention Plans in Performance Matters
Usage of MTSS Handbook Online

Strategy 1 Details	Reviews			
Strategy 1: Align MTSS practices for reading and math based on stakeholder feedback and the RtI at Work model through the revision of the CSISD MTSS Handbook.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved MTSS systems and processes	**Nov**	**Jan**	**Mar**	**June**
Improved knowledge and understanding of MTSS for all instructional staff				
Staff Responsible for Monitoring: Executive Director of Special Programs, Campus Principals, Executive Directors of Elementary and Secondary, MTSS Coordinators				
Problem Statements: Demographics 4, 5 - Student Learning 3 - District Processes & Programs 4, 5 - Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: Embed targeted time for intervention and extension within the school day on all secondary campuses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved MTSS systems and processes at all secondary campuses	**Nov**	**Jan**	**Mar**	**June**
Improved intervention supports for struggling learners at secondary campuses				
Staff Responsible for Monitoring: Executive Director of Special Programs, Campus Principals, Executive Director of Secondary Education, Secondary MTSS Coordinators				
Problem Statements: Demographics 4 - Student Learning 3 - District Processes & Programs 4				

Strategy 3 Details	Reviews			
Strategy 3: Continue to train and provide ongoing support for K-12 teachers on how to use student data in Performance Matters to differentiate instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved MTSS systems and processes Improved knowledge and understanding of MTSS for all instructional staff Improved differentiation of instruction practices by all instructional staff **Staff Responsible for Monitoring:** Executive Director of Special Programs, Campus Principals, Executive Directors of Elementary and Secondary, MTSS Coordinators **Problem Statements:** Demographics 4 - Student Learning 3, 5 - District Processes & Programs 4, 6				

Strategy 4 Details	Reviews			
Strategy 4: Provide comprehensive services for students experiencing homelessness by offering nutritious school meals, eligible transportation to and from their school of origin, and additional collaborative services for those in high school who are in danger of not graduating.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic success and attendance percentages **Staff Responsible for Monitoring:** Director of Federal and State Programs **Funding Sources:** Transportation - 211 Title I, Part A - $10,000, McKinney-Vento Support Specialist - 211 Title I, Part A - $30,950, Materials and Supplies - 211 Title I, Part A - $8,136				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: CSISD lacks a comprehensive MTSS program that supports the wide variety of needs of all students.   **Root Cause**: A lack of a consistent, calibrated, comprehensive, multi-tiered system of support across all CSISD campuses.
Problem Statement 5: Teacher feedback, behavior referrals, and counselor observations report an increased need of social emotional / mental health support for students across all demographic categories.   **Root Cause**: Since the pandemic, there has been an increase in social emotional / mental health needs across all school districts.
Student Learning
Problem Statement 3: CSISD lacks a comprehensive MTSS program that supports the wide variety of needs of all students.   **Root Cause**: A lack of a consistent, calibrated, comprehensive, multi-tiered system of support across all CSISD campuses.
Problem Statement 5: Our district lacks in consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction. **Root Cause**: The emphasis places on consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction in previous years has been low.

District Processes & Programs

Problem Statement 4: CSISD lacks a comprehensive MTSS program that supports the wide variety of needs of all students.   **Root Cause**: A lack of a consistent, calibrated, comprehensive, multi-tiered system of support across all CSISD campuses.

Problem Statement 5: Teacher feedback, behavior referrals, and counselor observations report an increased need of social emotional / mental health support for students across all demographic categories.   **Root Cause**: Since the pandemic, there has been an increase in social emotional / mental health needs across all school districts.

Problem Statement 6: Our district lacks in consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction.
Root Cause: The emphasis places on consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction in previous years has been low.

Perceptions

Problem Statement 2: Teacher feedback, behavior referrals, and counselor observations report an increased need of social emotional / mental health support for students across all demographic categories.   **Root Cause**: Since the pandemic, there has been an increase in social emotional / mental health needs across all school districts.

Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 3: During the 24-25 school year, CSISD will continue to increase student success of underperforming groups by establishing a calibrated, comprehensive behavioral Multi-Tiered System of Supports (MTSS) Program.

High Priority

Evaluation Data Sources: Campus Improvement Plans
Intervention Plans in Performance Matters
Usage of MTSS Handbook Online: Behavioral Section

Strategy 1 Details	Reviews			
Strategy 1: Provide Solution Tree's Behavior Solutions training for the district Guiding Coalition.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved campus behavior system systems and support Improved knowledge and understanding of how to better support teachers on management of student behaviors Decrease in student behavior referrals	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Special Services				
Problem Statements: Demographics 2, 4, 5 - Student Learning 3 - District Processes & Programs 2, 4, 5 - Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: Align the K-12 MTSS practices for behavior in Tier 1, 2, and 3 based on the Behavior Solutions framework in the CSISD MTSS Handbook	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved campus behavior system systems and support Improved knowledge and understanding of how to better support teachers on management of student behaviors Decrease in student behavior referrals	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Executive Director of Special Services				
Problem Statements: Demographics 1, 3, 4, 5 - Student Learning 1, 2, 3 - District Processes & Programs 1, 3, 4, 5 - Perceptions 2				

Strategy 3 Details	Reviews			
Strategy 3: Train and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved campus behavior system systems and support Improved knowledge and understanding of how to better support teachers on management of student behaviors Decrease in student behavior referrals **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Executive Director of Special Services **Problem Statements:** Demographics 4, 5 - Student Learning 3, 5 - District Processes & Programs 4, 5, 6 - Perceptions 2				

Strategy 4 Details	Reviews			
Strategy 4: Monitor PEIMS behavior incident and action codes for accuracy at six weeks intervals at both the district and campus levels.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve accuracy of district and campus behavior data Improved data reports informing next steps in MTSS behavior work Improved support of classroom teachers with behavior concerns Decrease in student behavior referrals **Staff Responsible for Monitoring:** Director of Student Services, Chief of Staff and Leadership, Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Special Programs, PEIMS Coordinator **Problem Statements:** Demographics 4 - Student Learning 3, 5 - District Processes & Programs 4, 6				

Strategy 5 Details	Reviews			
Strategy 5: Provide training by Special Services for campus staff on de-escalation, Behavior Intervention Plan implementation, and on how disabilities may impact a student's behavior	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved instructional staff knowledge and ability on how to de-escalate students in crisis Improved instructional staff knowledge and ability on how read, understand, and implement behavior intervention plans Improved instructional staff knowledge and understanding on how disabilities may impact student behavior **Staff Responsible for Monitoring:** Executive Director of Special Services **Problem Statements:** Demographics 4, 5 - Student Learning 3 - District Processes & Programs 4, 5 - Perceptions 2				

Strategy 6 Details	**Reviews**			
Strategy 6: Monitor behavior trends, including type, frequency, and times of day of incidents at six weeks intervals with campus teams.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved administrator understanding of behavior data Improved administrator ability to implement proactive measures with student behavior based upon behavior data **Staff Responsible for Monitoring:** Director of Student Services, Chief of Staff and Leadership, Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Executive Director of Special Services **Problem Statements:** Demographics 4 - Student Learning 3, 5 - District Processes & Programs 4, 6				

Strategy 7 Details	**Reviews**			
Strategy 7: Supplement discipline guidelines for principals with alternatives to removal and additional guidance on interventions vs. consequences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in exclusionary discipline practices Increase options for campus administrators to provide behavior interventions Decrease overall student behavior referrals **Staff Responsible for Monitoring:** Director of Student Services, Chief of Staff and Leadership, Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Executive Director of Special Services **Problem Statements:** Demographics 4, 5 - Student Learning 3 - District Processes & Programs 4, 5 - Perceptions 2				

Strategy 8 Details	**Reviews**			
Strategy 8: Continue to calibrate systems across the district for documenting student behavior infractions and processing discipline referrals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve accuracy of district and campus behavior data Improved data reports informing next steps in MTSS behavior work Improved support of classroom teachers with behavior concerns Decrease in student behavior referrals **Staff Responsible for Monitoring:** Director of Student Services, Chief of Staff and Leadership, Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Executive Director of Special Services, PEIMS Coordinator **Problem Statements:** Demographics 4, 5 - Student Learning 3, 5 - District Processes & Programs 4, 5, 6 - Perceptions 2				

Strategy 9 Details	Reviews			
Strategy 9: Coordinate instructional activities between Title I Part A, Local Funds, State Compensatory Funds/staff, Special Education, Homeless Support Services, and other programs to create efficiency in the utilization of district funds while meeting the academic and social/emotional needs of our students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Funds are appropriated among various programs **Staff Responsible for Monitoring:** Assistant Superintendents, Directors, Coordinators, and Principals				

Strategy 10 Details	Reviews			
Strategy 10: Provide supplemental instruction/support and targeted interventions during summer break to extend learning time for economically disadvantaged students who are at risk of not meeting district and state assessment expectations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved performance from summer program's initial assessment to summative assessment
    Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning, Executive Directors of Elementary and Secondary Education, Director of Federal and State Programs, Curriculum Coordinators, and Summer School Administrators
 	
    Funding Sources: Summer School Teachers - 211 Title I, Part A - $50,000				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.
Problem Statement 2: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.
Problem Statement 3: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.
Problem Statement 4: CSISD lacks a comprehensive MTSS program that supports the wide variety of needs of all students. **Root Cause**: A lack of a consistent, calibrated, comprehensive, multi-tiered system of support across all CSISD campuses.
Problem Statement 5: Teacher feedback, behavior referrals, and counselor observations report an increased need of social emotional / mental health support for students across all demographic categories. **Root Cause**: Since the pandemic, there has been an increase in social emotional / mental health needs across all school districts.

Student Learning
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: The district lacks a consistent PLC process that is focused on student data, educator collaboration, and formative assessments that shape day to day classroom instruction.
Problem Statement 3: CSISD lacks a comprehensive MTSS program that supports the wide variety of needs of all students. **Root Cause**: A lack of a consistent, calibrated, comprehensive, multi-tiered system of support across all CSISD campuses.
Problem Statement 5: Our district lacks in consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction. **Root Cause**: The emphasis places on consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction in previous years has been low.

District Processes & Programs
Problem Statement 1: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Due to the lack of alignment in our PLC process, we believe we should focus on strengthening learning, building a collaborative culture, and focus on results-driven teacher supports.
Problem Statement 2: The alignment of our PLC process and a targeted professional development plan for ineffective / inexperienced / out-of-field teachers has not been a focus. A need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups. **Root Cause**: Our current PD plan is deficient in addressing the needs of ineffective, inexperienced and out of field teachers who require a purposeful focus on supports needed for successful instructional outcomes.
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Problem Statement 5: Teacher feedback, behavior referrals, and counselor observations report an increased need of social emotional / mental health support for students across all demographic categories. **Root Cause**: Since the pandemic, there has been an increase in social emotional / mental health needs across all school districts.
Problem Statement 6: Our district lacks in consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction. **Root Cause**: The emphasis places on consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction in previous years has been low.

Perceptions
Problem Statement 2: Teacher feedback, behavior referrals, and counselor observations report an increased need of social emotional / mental health support for students across all demographic categories. **Root Cause**: Since the pandemic, there has been an increase in social emotional / mental health needs across all school districts.

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 1: Increase the number of authentic engagement opportunities that serve to empower parents of emergent bilingual students.

    High Priority

    Evaluation Data Sources: Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide a Parent Academy for EB parents to increase their understanding of the programs and supports available for their children to successfully progress academically and linguistically in the CSISD school system.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parental engagement and satisfaction **Staff Responsible for Monitoring:** Language Acquisition Coordinator **Funding Sources:** Extra-Duty Personnel - 263 Title III, Part A - $10,000	**Nov**	**Jan**	**Mar**	**June**

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

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 2: During the 24-25 school year, CSISD will continue to provide training and ongoing support for staff in promoting positive relationships among students, staff and parents each semester.

    Evaluation Data Sources: Campus Improvement Plans
Exemplars
PowerSchool Professional Learning Sessions

Strategy 1 Details		Reviews			
Strategy 1: Monitor implementation of character education curriculum pre-K-12 that promotes positive relationships among students, staff and families .		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved student behavior
  Improve students understanding of social norms and behavioral expectations
  Prepare students for life experiences that go beyond the walls of the school
  Staff Responsible for Monitoring: Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services					

Strategy 2 Details		**Reviews**			
Strategy 2: Create and implement a communication plan to ensure major district and campus information/communications are available in the dominant languages (English, Spanish, and Vietnamese) in our district.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the overall communication to all CSISD famlies **Staff Responsible for Monitoring:** Director of Communcations					

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

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 3: During the 24-25 school year, CSISD campus administrators will promote an engaging relationship between the school district and community.

Evaluation Data Sources: Campus Artifacts

Strategy 1 Details	Reviews			
Strategy 1: Each campus will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve school to community connections	**Nov**	**Jan**	**Mar**	**June**
Improve parent engagement with their child's school Improve district / campus to business connections **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services				

Strategy 2 Details	Reviews			
Strategy 2: Each campus will identify and participate in one community service project	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve school to community connections	**Nov**	**Jan**	**Mar**	**June**
Improve parent engagement with their child's school Improve district / campus to business connections **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services				

Strategy 3 Details	Reviews			
Strategy 3: Share campus-based community outreach activities and community service projects with the broader CSISD community through social media, district newsletter, and partnerships with news outlines	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve school to community connections	**Nov**	**Jan**	**Mar**	**June**
Improve parent engagement with their child's school Improve district / campus to business connections **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Communications				

Strategy 4 Details	Reviews			

Strategy 4: Title I campuses will increase parental engagement and empowerment through a series of informational and participatory meetings and events throughout the school year. Example meetings and events may include Annual Title I Meetings, Parent-Teacher Conferences (elementary campuses), educational sessions to increase parents' knowledge of our school systems, how to check grades and attendance in HAC, Literacy in the Home, etc.
    Strategy's Expected Result/Impact: Increase in parent communication and participation
    Staff Responsible for Monitoring: Director of Federal and State Programs and Campus Principals
 	
    Funding Sources: Reading Materials and Supplies - 211 Title I, Part A - $3,000
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

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

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 4: To better support the mental health needs of our students, CSISD will provide students and families with social/emotional support during the 24025 school year.

    Evaluation Data Sources: List of Community Resources
Campus Artifacts

Strategy 1 Details	Reviews			
Strategy 1: Curate a list of community resources and support available for mental health needs that is accessible by campus administration and counselors	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the access to mental health supports for students and familes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 4: CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.

Performance Objective 1: By the end of the 2024-25 school year, we will see an increase in family engagement in CSISD schools.

High Priority

Evaluation Data Sources: Parent Surveys
Community Surveys

Strategy 1 Details		Reviews		
Strategy 1: Develop and implement a community engagement plan.		**Formative**		**Summative**
Strategy's Expected Result/Impact: CSISD families will be more informed and engaged with their child's school. **Staff Responsible for Monitoring:** Communications department **Problem Statements:** Perceptions 1		**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews		
Strategy 2: Conduct online surveys in the fall and spring to gather feedback from families about their perception of their child's school and the district overall.		**Formative**		**Summative**
Strategy's Expected Result/Impact: The district will see engagement in surveys increase as families become familiar with the process and utilize the data to improve engagement strategies. **Staff Responsible for Monitoring:** Communications department **Problem Statements:** Perceptions 1		**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews		
Strategy 3: Provide opportunities for parents and community members to learn about the district and its schools through committees, meetings and communication.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Parent and community engagement will increase with opportunities to be more involved. **Staff Responsible for Monitoring:** Communications department **Problem Statements:** Perceptions 1		**Nov**	**Jan**	**Mar**	**June**

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Family engagement in CSISD is low.   **Root Cause**: CSISD does not have a community engagement plan.

Goal 4: CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.

Performance Objective 2: Develop and publish systems that organize volunteer and service opportunities throughout the school district.

High Priority

Evaluation Data Sources: Volunteer and service organization systems data
Community engagement data
System for campuses to match volunteers

Strategy 1 Details			Reviews		
Strategy 1: Develop and publish systems that organize volunteer and service opportunities throughout the school district.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Improved communications for how community members can volunteer in schools Campus administrator ability to match volunteers to needs Improved volunteer support for all campuses **Staff Responsible for Monitoring:** Director of Communication & Community Partnerships Team **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**June**

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

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Family engagement in CSISD is low.   **Root Cause**: CSISD does not have a community engagement plan.

Goal 4: CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.

Performance Objective 3: By June 2025, CSISD will establish relationships with relevant and willing partners to meet identified needs.

High Priority

Evaluation Data Sources: Community Partners Team meeting agendas
Number of established community partnerships connected with identified needs

Strategy 1 Details	Reviews			
Strategy 1: Create the community partners team and set the work for the 24-25 school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Creation of community partners team Direction and purpose of community partners team established **Staff Responsible for Monitoring:** Director of Communication & Community Partnerships Team **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Create and communicate the system and process to identify areas of needs from across the district and campuses and match areas of need to community partners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Systematic approach to identification of need across the district with the intent to involve community partnerships Match campuses with community partners to address areas of need **Staff Responsible for Monitoring:** Director of Communication & Community Partnerships Team , Campus Principals, Executive Directors of Elementary and Secondary **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**June**

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

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Family engagement in CSISD is low.   **Root Cause**: CSISD does not have a community engagement plan.

Goal 5: CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

Performance Objective 1: By May 2025, CSISD will improve the technology infrastructure, including enhancing WiFi access to ensure comprehensive coverage.

High Priority

Evaluation Data Sources: Technology Infastructure Project Completion

Strategy 1 Details		Reviews			
Strategy 1: Continue upgrades of campus and administrative infrastructure, including network switch, cabling, power protection systems, servers and storage area network (SAN).		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the technology network capacity and functionality across CSISD		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief of Staff and Leadership, Director of Technology **Problem Statements:** Student Learning 4 - District Processes & Programs 7					

Strategy 2 Details		Reviews			
Strategy 2: Increase available bandwidth both on and between campuses.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the broadband capacity and functionality across CSISD		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief of Staff and Leadership, Director of Technology **Problem Statements:** Student Learning 4 - District Processes & Programs 7					

Strategy 3 Details		Reviews			
Strategy 3: Deploy new and upgraded WiFi access points based upon assessment of WiFi signal strength to ensure comprehensive coverage within all schools		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the technology network capacity and functionality across CSISD Improve the number of devices that can be supported in classrooms across CSISD		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief of Staff and Leadership, Director of Technology **Problem Statements:** Student Learning 4 - District Processes & Programs 7					

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: The technology network needs to grow and build capacity to support additional devices. **Root Cause**: We are working to add additional devices across each campus in our district.

District Processes & Programs
Problem Statement 7: The technology network needs to grow and build capacity to support additional devices. **Root Cause**: We are working to add additional devices across each campus in our district.

Goal 5: CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

Performance Objective 2: During the 24-25 school year, CSISD will enhance the safety and security of the technology infrastructure to protect privacy of information and secure sensitive data.

High Priority

Evaluation Data Sources: Monthly assessments being conducted on a random sample of all employees, targeted retraining to be provided as required

Systems, including upgraded firewall and filter, are in place to provide ongoing monitoring, blocking and notification

Strategy 1 Details	Reviews			
Strategy 1: Complete segmentation of the network to restrict access based upon user needs and increase security of systems	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the safety and security of our technology network and systems Improve the safety and security of our data and private information	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief of Staff and Leadership, Director of Technology, Technology Department				
Problem Statements: Student Learning 4 - District Processes & Programs 7, 8				

Strategy 2 Details	Reviews			
Strategy 2: Explore options to enhance monitoring of network activity for potential cybersecurity threats.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the safety and security of our technology network and systems Improve the safety and security of our data and private information	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief of Staff and Leadership, Director of Technology, Technology Department				
Problem Statements: District Processes & Programs 8				

Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing employee training and behavioral assessment to ensure employees are well versed in cybersecurity risks associated with online activity	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the safety and security of our technology network and systems Improve the safety and security of our data and private information	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief of Staff and Leadership, Director of Technology, Technology Department				
Problem Statements: District Processes & Programs 8				

Strategy 4 Details	Reviews			
Strategy 4: Evaluate efforts to educate students about online risks and develop a plan to increase instruction in digital citizenship specifically related to cybersecurity threats	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improve the safety and security of our technology network and systems Improve the safety and security of our data and private information
    Staff Responsible for Monitoring: Chief of Staff and Leadership, Director of Technology, Technology Department
 	
    Problem Statements: Student Learning 4 - District Processes & Programs 7, 8				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: The technology network needs to grow and build capacity to support additional devices.   **Root Cause**: We are working to add additional devices across each campus in our district.
District Processes & Programs
Problem Statement 7: The technology network needs to grow and build capacity to support additional devices.   **Root Cause**: We are working to add additional devices across each campus in our district.
Problem Statement 8: Technology security needs are ever changing due to continually evolving cybersecurity threats.   **Root Cause**: Technology is ever evolving and bad actors are always looking at schools as possible targets.

Goal 5: CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

Performance Objective 3: During the 24-25 school year, CSISD will ensure efficient and effective technology staffing is maintained and technical support is readily available to users.

> **Evaluation Data Sources:** Technology Department Staffing Data
> Work Order Data
> Plans for Technology Improvement

Strategy 1 Details	Reviews			
Strategy 1: Evaluate current staffing model, including technicians and campus technology facilitators, relative to comparable districts around the state, and develop recommendations for any adjustments.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Ensure staffing levels are adequate to provide necessary support to technology needs across the district
     Staff Responsible for Monitoring: Chief of Staff and Leadership, Director of Technology, Director of Human Resources
 	
     Problem Statements: Student Learning 4 - District Processes & Programs 7, 8
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Analyze work order complete to determine length of time from request to completion	**Formative**			**Summative**

Strategy's Expected Result/Impact: Ensure that technology work orders are being addressed in a timely manner
     Tracking technology work order data to inform future technology support and needs
     Staff Responsible for Monitoring: Director of Technology, Technology Department
 	
     Problem Statements: Student Learning 4 - District Processes & Programs 7, 8
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Evaluate existing processes for prioritization of needs and systems to provide transparency for users to determine areas of possible improvement	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved transparency of technology department processes and prioritization of processes **Staff Responsible for Monitoring:** Chief of Staff and Leadership, Director of Technology, Director of Human Resources	**Nov**	**Jan**	**Mar**	**June**

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: The technology network needs to grow and build capacity to support additional devices.   **Root Cause**: We are working to add additional devices across each campus in our district.

District Processes & Programs
Problem Statement 7: The technology network needs to grow and build capacity to support additional devices.   **Root Cause**: We are working to add additional devices across each campus in our district.
Problem Statement 8: Technology security needs are ever changing due to continually evolving cybersecurity threats.   **Root Cause**: Technology is ever evolving and bad actors are always looking at schools as possible targets.

Goal 5: CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

Performance Objective 4: By January 2025, CSISD will create a system that is designed to receive and respond to the comprehensive instructional technology plan.

Evaluation Data Sources: Project completion
Professional Learning sessions

Strategy 1 Details	Reviews			
Strategy 1: Implement a consistent campus technology inventory system developed by a committee of various district stakeholders that will better communicate device assignment and repair status to minimize student learning disruptions	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved support for classroom teachers with device issues Improved accuracy of device usability and availability data Improved communication of device status and expected device time out of service **Staff Responsible for Monitoring:** Chief of Staff and Leadership, Director of Digital Learning, Director of Technology, Executive Directors of Elementary and Secondary **Problem Statements:** Student Learning 4 - District Processes & Programs 7				

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 4: The technology network needs to grow and build capacity to support additional devices. **Root Cause**: We are working to add additional devices across each campus in our district.
District Processes & Programs
Problem Statement 7: The technology network needs to grow and build capacity to support additional devices. **Root Cause**: We are working to add additional devices across each campus in our district.

Goal 5: CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

Performance Objective 5: By May of 2025, CSISD will supplement the number of digital devices available for Emergent Bilingual students.

High Priority

Evaluation Data Sources: District Technology Plan
Program inventory

Strategy 1 Details	Reviews			
Strategy 1: Invest in supplemental technology supplies that provide Emergent Bilingual students with equitable access to instructional and assessment tools, enhancing their ability to effectively engage with academic content.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Growth in MAP, STAAR, and TELPAS outcomes **Staff Responsible for Monitoring:** Language Acquisition Coordinator **Problem Statements:** District Processes & Programs 9 **Funding Sources:** Supplemental Technology - 263 Title III, Part A - $18,000	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 5 Problem Statements:

District Processes & Programs
Problem Statement 9: Despite increasing the number of technology devices for students across the district, we are still lacking in the total number of devices for all students to reliably utilize technology as a part of daily learning activities.   **Root Cause**: Our district has been a bring your own device district for many years and some student groups are unable to bring a device that can be used for academic learning purposes.

Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 1: CSISD students' Reading and Math NWEA MAP growth scores will increase by an average of 9 percentile points in mathematics and 5 percentile points in reading after the EOY NWEA MAP window for SY 2024-2025.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP
Edmentum Exact Path Usage Data

Strategy 1 Details	Reviews			
Strategy 1: To effectively address the needs of each student, CSISD will ensure that every student uses Edmentum Exact Path for an average of 40 minutes per week on reading pathways and 40 minutes per week on mathematics pathways. This targeted usage will support personalized learning and drive academic student growth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: When Exact Path is implemented, an average student who uses the program could accelerate learning for a gain of up to 15.5 percentile points in mathematics and 7.5 percentile points in reading on NWEA MAP Growth assessments, as compared to a student who did not participate in the program.				
Bruce, Randel, Impacts of Edmentum's Exact on Student Mathematics Achievement, (Century Analytics, 2018); Impacts of Edmententum's Exact Path on Student Reading Achievement, (Centruty Analytics, 2018)				
Staff Responsible for Monitoring: Digital Learning Office Principals Instructional Coaches Teachers Students				
Problem Statements: Student Learning 6 - District Processes & Programs 10				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 6: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection. **Root Cause**: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

District Processes & Programs
Problem Statement 10: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.   **Root Cause**: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 2: During the 24-25 school year, CSISD will continue to utilize the comprehensive instructional technology plan for teachers and staff.

Evaluation Data Sources: Walk Through Data
Artifacts from professional learning communities

Strategy 1 Details	Reviews			
Strategy 1: District and Campus Professional Learning will model purposely use of technology and digital resources during adult learning	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved use of instructional technology during classroom instruction **Staff Responsible for Monitoring:** Director of Digital Learning, Executive Directors of Elementary and Secondary Education, Digital Learning Ambassadors, Instructional Coaches **Problem Statements:** Student Learning 6 - District Processes & Programs 10				

Strategy 2 Details	Reviews			
Strategy 2: Digital Learning Ambassadors will use campus technology Schoology courses to influence best instructional practices with a consistent monthly structure that is consistent across the district.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will encourage the early adopters and invite the late adopters of technology in the classroom to take instructional risks with high student learning yields. **Staff Responsible for Monitoring:** Campus Principals, Director of Digital Learning, Executive Directors of Elementary and Secondary Education, Digital Learning Ambassadors, Instructional Coaches **Problem Statements:** Student Learning 6 - District Processes & Programs 10				

Strategy 3 Details	Reviews			
Strategy 3: Conduct walkthroughs to support and coach for implementation of learning from the instructional technology cohorts.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensure implementation of professional learning into instructional practices of instructional technology cohort members Improved student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Director of Digital Learning, Executive Directors of Elementary and Secondary Education **Problem Statements:** Student Learning 6 - District Processes & Programs 10				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 6: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.   **Root Cause**: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

District Processes & Programs
Problem Statement 10: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.   **Root Cause**: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 3: During the 24-25 school year, we will continue to implement a comprehensive instructional technology plan for students at all levels.

Evaluation Data Sources: Artifacts from professional learning communities
Curriculum documents with embedded technology TEKS
Digital citizenship implementation evaluation

Strategy 1 Details	Reviews			
Strategy 1: Continue integrating Technology Application TEKS into core content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the use of technology as a part of classroom instructional practices and student learning experiences	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Digital Learning, Executive Directors of Elementary and Secondary Education, C&I Department Staff				
Problem Statements: Student Learning 6 - District Processes & Programs 10				

Strategy 2 Details	Reviews			
Strategy 2: Evaluate current digital citizenship practices, identify gaps in coverage, and provide solutions to close gaps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the digital citizenship knowledge, understanding, and practices of all CSISD students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Digital Learning, Executive Directors of Elementary and Secondary Education				
Problem Statements: Student Learning 6 - District Processes & Programs 8, 10				

Strategy 3 Details	Reviews			
Strategy 3: Partner with core content coordinators (Ex 24-25 Science and Math, 25-26 SS and ELA) to embed digital learning best practices into core content professional learning and classroom expectations for teaching and learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the use of technology as a part of classroom instructional practices and student learning experiences	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principals, Director of Digital Learning, Executive Directors of Elementary and Secondary Education, Content Coordinators				
Problem Statements: Student Learning 6 - District Processes & Programs 10				

Strategy 4 Details	Reviews			
Strategy 4: Elementary schools will use the Typesy platform to facilitate learning of proper keyboarding techniques to prepare k-4 students for increased student device expectations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved keyboarding skills of elementary students. Improved elementary student device use knowledge and ability. **Staff Responsible for Monitoring:** Campus Principals, Director of Digital Learning, Executive Directors of Elementary and Secondary Education				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 6: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.   **Root Cause**: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.
District Processes & Programs
Problem Statement 8: Technology security needs are ever changing due to continually evolving cybersecurity threats.   **Root Cause**: Technology is ever evolving and bad actors are always looking at schools as possible targets.
Problem Statement 10: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.   **Root Cause**: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 4: During 24-25, CSISD will continue to provide sufficient instructional technology resources and support.

Evaluation Data Sources: Project completion data
Professional Learning sessions

Strategy 1 Details	Reviews			
Strategy 1: Streamline resources available for teachers and students via continued progress through digital platform redundancy audit to include free digital apps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the access and use of programs that are most aligned with the needs of classroom teachers in CSISD **Staff Responsible for Monitoring:** Chief of Staff and Leadership, Director of Technology **Problem Statements:** Student Learning 4 - District Processes & Programs 7	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Implement ClassLink SSO to streamline how all district staff and students access digital resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve access for all staff to the programs used in CSISD for classroom instruction **Staff Responsible for Monitoring:** Director of Digital Learning, Director of Technology, Executive Directors of Elementary and Secondary **Problem Statements:** Student Learning 4 - District Processes & Programs 7, 8	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Partner with core content coordinators to purposely utilize digital resources within district professional learning and curriculum documents to ensure effective usage of new and existing student devices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the use of technology in the core content classrooms for instruction and student learning experiences **Staff Responsible for Monitoring:** Campus Principals, Director of Digital Learning, Director of Technology, Executive Directors of Elementary and Secondary, Core Content Coordinators **Problem Statements:** Student Learning 5, 6 - District Processes & Programs 6, 10	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Continue to provide ongoing teacher support for integration of digital learning resources for grade levels and content areas	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase use of technology as a part of classroom instructional practices Improved support for teachers with the use of technology during lessons and as a part of student learning experiences
    Staff Responsible for Monitoring: Campus Principals, Director of Digital Learning, Director of Technology, Executive Directors of Elementary and Secondary, Instructional Coaches, Digital Learning Ambassadors
 	
    Problem Statements: Student Learning 6 - District Processes & Programs 10				

Strategy 5 Details	Reviews			
Strategy 5: Build instructional capacity surrounding purposeful usage of existing digital platforms.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved ability to provide instructional coaching to teachers on how to best utilize and implement instructional technology
    Staff Responsible for Monitoring: Campus Principals, Director of Digital Learning, Director of Technology, Executive Directors of Elementary and Secondary, Instructional Coaches, Digital Learning Ambassadors
 	
    Problem Statements: Student Learning 6 - District Processes & Programs 10				

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 4: The technology network needs to grow and build capacity to support additional devices.   **Root Cause**: We are working to add additional devices across each campus in our district.
Problem Statement 5: Our district lacks in consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction. **Root Cause**: The emphasis places on consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction in previous years has been low.
Problem Statement 6: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.   **Root Cause**: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.
District Processes & Programs
Problem Statement 6: Our district lacks in consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction. **Root Cause**: The emphasis places on consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction in previous years has been low.

District Processes & Programs

Problem Statement 7: The technology network needs to grow and build capacity to support additional devices.   **Root Cause**: We are working to add additional devices across each campus in our district.

Problem Statement 8: Technology security needs are ever changing due to continually evolving cybersecurity threats.   **Root Cause**: Technology is ever evolving and bad actors are always looking at schools as possible targets.

Problem Statement 10: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.   **Root Cause**: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

Title I

1.1: Comprehensive Needs Assessment

CSISD conducts an annual comprehensive needs assessment of the entire district, analyzing the academic achievement of all students and subgroups of students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

CSISD developed our District Improvement Plan (DIP) with input from parents and other stakeholders such as teachers, paraprofessionals, campus administrators, and community stakeholders.

2.2: Regular monitoring and revision

CSISD regularly monitors the District Improvement Plan (DIP) and revises strategies based on our identified needs. The District Improvement Plan (DIP) is maintained and available for review by all stakeholders on the district website.

2.3: Available to parents and community in an understandable format and language

CSISD ensures our District Improvement Plan (DIP) is publicly available to parents and the community on the CSISD Website and available in hard copy upon request.

2.4: Opportunities for all children to meet State standards

CSISD supports our Title I designated campuses in implementing reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive supplemental support and interventions.

2.5: Increased learning time and well-rounded education

CSISD implements strategies to increase the quality and amount of learning time available to strengthen the academic program in our schools and provide students with an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

CSISD supports our Title I designated campuses to address all students' needs, particularly those at risk of not meeting academic standards. CSISD closely monitors our at-risk students and works to ensure we are meeting their educational needs.

3.1: Annually evaluate the schoolwide plan

CSISD conducts an annual comprehensive needs assessment of the entire district, analyzing the academic achievement of all students and subgroups of students. In addition, the CSISD reviews the intent, use of funds, and available district resources. During formative reviews, CSISD will evaluate the CSISD Title I Plan throughout the school year and document any updates or adjustments that may need to be considered.

4.1: Develop and distribute Parent and Family Engagement Policy

CSISD collaborated with parents to develop a written Family Engagement Policy and School Family Student Compact. Input/feedback is gathered through the district's Parent Survey each year and used to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

CSISD Title I campuses offer various family engagement activities, including flexible times and days of the week. In addition, CSISD sends home information regarding family engagement opportunities and required notices in a format and language that families can understand.

Title I Personnel

Name	Position	Program	FTE
Christina Gloria	Bilingual Instructional Coach	Language Acquisition Program	1
Sandra Krisciunas	Bilingual Instructional Coach	Language Acquisition Program	1
TBD	MV Student and Family Support	Homeless Support Services	1

DEIC

Committee Role	Name	Position
Teacher	Jason Pratt	AMCHS
Teacher	Virginia Babcock	CSHS
Assistant Principal Intern	Chad Bronowski	CVHS/DAEP
Teacher	Marcy Proffitt	CVHS / DAEP
Teacher	Stefany McKee	AMCMS
Secondary At Large Admin	Lani Grall	CSMS
Teacher	Jenna Brown	CSMS
Teacher	Allen Lambert	WMS
Secondary At Large Teacher	Amber Verwold	Pecan Trail
Teacher	Stephanie Morris	Pecan Trail
Teacher	Amber Friedrich	Cypress Grove
Teacher	Kaleigh Sauer	Oakwood
Teacher	Emily Pitts	College Hills
Teacher	Maria Limon-Saenz	South Knoll
Teacher	Leah Stroud	Southwood Valley
Teacher	Laura Stasney	Rock Prairie
Teacher	Alicia Uecker	Pebble Creek
Teacher	Hather Anz	Forest Ridge
Elementary At Large Admin	Lauren Given	Forest Ridge
Teacher	Gabby Moon	Greens Prairie
Teacher	Susan Isles	Creek View
Teacher	Sara Lake	Spring Creek
Teacher	Alana Conner	River Bend
Elementary At Large Teacher	Falon Penland	River Bend
Parent	Shannon Casto	Community Member
Parent	Della Reed	Community Member
Parent	Nadia Hood	Community Member

Committee Role	Name	Position
Community Member	Keelie Wendt	Community Member
Business Member	Eric Wylie	Community Member
Business Member	Brett Richards	Community Member
Trustee	Heather Simmen	Board Member
Trustee	Kim Ege	Board Member
Trustee	Darin Paine	Board Member
District Level Ex Officio	Tim Harkrider	Superintendent
District Level Ex Officio	Penne Liefer	Assistant Superintendent of Teaching and Learning
District Level Ex Officio	Sara Goolsby	Chief of Staff & Leadership
District Level Ex Officio	Heather Wilson	Chief Financial Officer
District Level Ex Officio	Blaire Grande	Executive Director of Special Services
District Level Ex Officio	Tiffany Parkerson	Executive Director of Secondary Schools
District Level Ex Officio	Leticia Roman	Executive Director of Elementary Schools
District Level Ex Officio	Chrissy Hester	Director of Student Services
District Level Ex Officio	Jeff Mann	Director of School Improvement
District Level Ex Officio	Austin Dunson	Director of Communications
District Level Ex Officio	Natalie Pugh-Vela	Director of Digital Learning
District Level Ex Officio	Eric Eaks	Director of Fine Arts
District Level Ex Officio	Patty Ayala	Director of Federal & State Programs
District Level Ex Officio	Chad Gardner	Director of Community Education
District Level Ex Officio	Kevin Ross	Director of Career and Technical Education
District Level Ex Officio	Shelly Rice	Director of Early Education Services
District Level Ex Officio	Cheri Hendrick	Director of Assessment & Accountability
District Level Ex Officio	Aaron Hogan	Coordinator of English Language Arts & Reading
District Level Ex Officio	Jennifer Smith	Coordinator of Mathematics
District Level Ex Officio	Amanda Gibson	Coordinator of Science
District Level Ex Officio	Bobbi Rodriguez	Coordinator of Social Studies
District Level Ex Officio	Tami Dudo	Coordinator of School Improvement
District Level Ex Officio	Vicki Murphy	Coordinator of Advanced Academics
District Level Ex Officio	Julia Norsworthy	Coordinator of Language Aquisition
District Level Ex Officio	Robyn Jones	Coordinator of Early Education

District Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	9	Professional Development Opportunities		$18,700.00
2	1	3	2 Bilingual Instructions Coaches		$175,914.00
2	2	4	McKinney-Vento Support Specialist		$30,950.00
2	2	4	Transportation		$10,000.00
2	2	4	Materials and Supplies		$8,136.00
2	3	10	Summer School Teachers		$50,000.00
3	3	4	Reading Materials and Supplies		$3,000.00
				Sub-Total	$296,700.00
				Budgeted Fund Source Amount	$296,700.00
				+/- Difference	$0.00
263 Title III, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1	Professional development travel		$20,000.00
1	5	1	Professional development presenters & program consultants	6299	$57,000.00
2	1	1			$25,000.00
2	1	2	Materials & Supplies		$11,334.00
3	1	1	Extra-Duty Personnel		$10,000.00
5	5	1	Supplemental Technology		$18,000.00
				Sub-Total	$141,334.00
				Budgeted Fund Source Amount	$141,334.00
				+/- Difference	$0.00
				Grand Total Budgeted	$438,034.00
				Grand Total Spent	$438,034.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	6/20/2025	Jeff Mann	9/5/2024
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	6/20/2025	Jeff Mann	9/5/2024
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dropout Prevention	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dyslexia Treatment Program	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Title I, Part C Migrant	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Pregnancy Related Services	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Post-Secondary Preparedness	Director of Student Services	6/20/2025	Jeff Mann	9/Post-2024
Recruiting Teachers and Paraprofessionals	Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	6/20/2025	Jeff Mann	9/5/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Technology Integration	Director of Digital Learning	6/20/2025	Jeff Mann	9/5/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	6/20/2025	Jeff Mann	9/5/2024