

Cypress-Fairbanks Independent School District

District Improvement Plan

2021-2022



Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

L.E.A.D.: Learn. Empower. Achieve. Dream.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The district has the need to continue focusing on meeting the following targets set by the Board of Trustees and the Superintendent of Schools:

- All campuses achieve an overall scaled score of 80 or higher on the state accountability system.
- Increase overall approaches performance level, meets performance level, and masters performance level on STAAR 3-8 and end-of-course exams by 1%.
- Close the achievement gap by increasing performance on STAAR 3-8 and end-of-course exams in the economically disadvantaged student group by 1%.
- Achieve or exceed primary (Grades K-2) reading and math grade level targets. All campuses will have 80% or more of their students meet grade level targets in reading and math.
- In grades K-5, the following student groups will achieve, exceed, or make progress toward their expected reading level: All, Special Education, Bilingual, English as a Second Language, Economically Disadvantaged. All campuses will have 90% or more of their students achieve, exceed, or make progress toward their expected reading level.
- Increase the graduation rate in all student groups by .1% to 1% (or achieve 90% or higher).
- Increase the number of industry certifications by 2%.
- Increase the number of students enrolled and earning credit in advanced courses in the economically disadvantaged student group by 2%.
- All campuses earn at least one distinction designation.
- All campuses bring the African American, Hispanic, White, and Economically disadvantaged student groups within 10% of each other.
- All campuses bring the economically disadvantaged student group to 80% or higher at the approaches performance level.

Overall areas of need include (but are not limited to):

- Close the achievement gap between all student groups especially those created by the COVID-19 pandemic.
- Work toward meeting state and federal STAAR performance targets.
- Provide professional development to teachers and administrators to meet the needs of a diverse student population.
- Focus on meeting the needs of economically disadvantaged students and students at-risk of dropping out of school.
- Continue to increase the graduation rate and prepare students for life after high school (college/career/military readiness).

Areas of need identified by the core content area curriculum coordinators based on their needs assessment feedback from campus administrators and teachers:

- PreK-1st literacy: guided reading, conferring with readers and writers, interactive writing, phonics and word work, learning and implementing new district resources
- PreK-1st math: building number sense, addition and subtraction, problem solving, managing math workshop
- 2nd-5th literacy: comprehension processes, guided reading, strategy groups, conferring with readers and writers, phonics and word work, vocabulary development, accommodating at-risk readers and writers, selecting and integrating effective technology tools
- 2nd-5th math: Google technology, Microsoft technology, content tools, instructional strategies
- Elementary science: technology integration, vocabulary/comprehension strategies
- Secondary science: student problem solving skills, K/L differentiation, alternative assessment strategies, teacher training in Blended Learning Implementation, Middle School Science TEKS, and increasing student motivation and ownership of learning.
- Secondary math: Google technology, Microsoft technology, schoology, math software, instructional strategies
- Secondary reading/ELA: creating classroom assessments that inform instruction, using data from assessments to differentiate instruction, tutorials/interventions on major concepts tested on STAAR, interactive technology applications and extensions, motivating reluctant readers, strategies for increasing critical thinking.
- Secondary social studies: strategies for increasing student engagement, creating student driven activities, schoology, image analysis and primary sources

NOTE: These needs apply to all state and federal funding requirements.

Strategies to address the areas of need are denoted in the "Goals" section of the DIP. The strategies will be evaluated throughout the year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: All campuses in CFISD did not meet all campus performance objective targets in 2020-21 and additional learning gaps have occurred due to the COVID-19 pandemic. **Root Cause:** The need to deepen the understanding of and address specific academic needs of all student groups.

Problem Statement 2: Consolidated Grant Application: English Learners across the district are under-performing in comparison to other student groups. **Root Cause:** Consolidated Grant Application: We need to deepen support for data analysis and data-driven instruction. We also need to strengthen the connection between staff development and data.

District Culture and Climate

District Culture and Climate Summary

Areas of need include:

Student Services:

Training

- Support campus administrators and staff with training opportunities utilizing the Comprehensive Discipline Data Analysis to help decrease disproportionate exclusionary discipline actions.
- Collaborate with the curriculum department and technology department to develop behavioral trainings that support student use of one-to-one technology during classroom instruction.
- Continue more focused training on de-escalating and diffusing challenging situations that traditionally lead to student removals
- Increase the number of online and virtual training opportunities
- Increase campuses implementing PBIS to 100% and implementation of PBIS Level II systems with fidelity

Discipline

- Increase support of campuses with the crucial analysis of their discipline data using the updated Campus Discipline Data Analysis (CDDA) process.
- Continue working with campus staff to decrease the number of out-of-school suspensions and discretionary placements to the DAEP.
- Work with administrators to create individualized, reflective, and restorative discipline consequences.
- Work with campus staff and the DAEPs to create and enhance opportunities for students to earn early return back to their home campus (Opportunity for Success).
- Support campuses with their maintenance and submission of accurate discipline data.
- Enhance our bullying policy per SB 2050, including any necessary procedures, concerning bullying that prohibits the bullying of a student and prevents and mediates bullying incidents between students.

Attendance & Dropouts

- Increase support of campuses with the analysis of their drop-outs and attendance rate.
- Increase the rate of attendance at each campus and the district by helping students redevelop strong patterns of attendance.
- Decrease the dropout rate for each campus and as a district, especially within homeless and foster care populations.
- Refine our practice with dropout prevention/recovery and strengthen the efforts to reclaim students in grades K-12 throughout the school year.
- Adjust our Truancy Prevention Measures to ensure that they are timely, engage families, positively impact school attendance and reduce the number of referrals to court.

Families in Transition & Foster Care

- Provide additional training for CFISD staff to aid in identifying and providing services for families who are experiencing homelessness and students who are in foster care.
- Continue to establish new partnerships and identify new resources for those who are experiencing homelessness in the CFISD community.

Cypress-Fairbanks Police Department:

- No current needs, as the needs of the department are currently being met by the district.

District Culture and Climate Strengths

Areas of strength include the following:

Student Services:

Staff Development

- Tailored professional development sessions were facilitated that included 130 trainings for over 3700 educators. Most of the sessions were facilitated through Zoom and YouTube Live.
- The Classroom Management YouTube channel was enhanced with digital resources for teachers such as videos providing tips for issues and challenges presented by the Pandemic. Topics included Classroom Balance (balancing online learning with in-person students) as well as behavioral management/technical videos for Zoom and Schoology.
- Specialty PD opportunities included Behavior Summits and Teacher Toolkit Trainings. The fall and spring Behavioral Summits were Saturday online, live trainings that allowed participants to pick up to 5 sessions session topics to enhance their behavior management skills. Five sessions were held each hour for 5 hours over a variety of management topics. The Teacher Toolkits were continuously provided as a concise, one-hour weekly session facilitated after school hours and made available for all district staff to attend.
- Online Classroom Management Guides were launched this year as another resource for teachers with information on online learning topics such as how to use the Schoology conferencing app and Zoom settings that allowed teachers to manage student off-task behavior.
- Two schools joined the PBIS cadre to increase the number of participating schools to 82 out of the district's 87 comprehensive campuses: an average of 94.2%. Campuses already trained took part in refreshers to ensure systems were implemented with fidelity.

Discipline

- Assistant principals utilized restorative and alternative consequences 50,627 times (75%) out of the 67,589 total discipline actions assigned. This is an increase of 4% from last year.
- 26 Alternative Discipline Actions were added to the 20-21 CFISD Discipline Actions list.
- Assistant principals receive ongoing training focused on utilizing the restorative mindset.
- During the spring semester, Opportunity for Success was launched providing students with restorative alternatives to DAEP placement hours. The program enabled students to take part in lesson-based activities designed around coping skills and decision-making skills in the area of the offense that led to the placement. Over 140 students participated engaging in over 1,700 hours of restorative activities and reflections.
- 79 campuses reduced their use of in-school suspensions (ISS). Last year, there was a total of 25,713 ISS actions given that totaled 32,964 days of modified instruction compared to this year's 14,162 ISS actions given totaling 20,303 days.
- 68 campuses greatly reduced their use of out-of-school suspensions (OSS). Last year, there was a total of 8,747 OSS actions given that totaled 15,931 days of lost instruction compared to this year's 2,158 OSS actions given totaling 2,858 days.
- There were only 2 mandatory Special Opportunity School (SOS) placements this year compared to 11 SOS placements last year.
- A major highlight this year is the substantial decrease in the number of discretionary placements. Only 2 (.5%) of the total 409 placements in 2020-2021 were Level III discretionary infractions compared to last year, for the three 9-week grading periods, 180 students were discretionarily placed.
- There was a substantial decrease in DAEP recidivism with only 24 secondary students receiving multiple placements and/or expulsions compared to 57 secondary students in 2019-2020.

Attendance & Dropouts

- The TAPR reflects an overall attendance rate that is higher than the cumulative rate for Region IV and the State.
- The TEA Annual Dropout Summary Data reflects a dropout rate that is lower than both the cumulative rate for Region IV and the State.

Families in Transition & Foster Care

- To support programming and student needs, the Families in Transition (FIT) Program utilized Title I and Texas Education of Homeless Children & Youth (TEHCY) Grant Funds for school supplies, backpacks and PE uniforms for students who qualified for services. In light of the pandemic, programming was adjusted to mitigate health and safety concerns.
 - In partnership with Families in Transition, Cy-Fair Helping Hands' Cards of Hope Project provided 378 (\$50) gift cards issued to secondary students experiencing homelessness.
 - The Teamwork-Ambition-Perseverance (TAP) Camp was facilitated by the FIT Team using grants funds and support from the community to build and distribute 427 bags for face-to-face students who have been identified as experiencing homelessness to take home over Spring Break. Each bag contained self-paced math lessons, supplies, a meal coupon, breakfast, snacks and hygiene items.
 - The FIT Team used Title I funding to create a new student support project. Backpacks of Love provided items to assist 600 students in grades 3-12 who participated in extended learning through the district virtual summer school to remain actively engaged in learning beyond the traditional school year.
 - Tutoring at the Mission of Yahweh continued virtually.
- The FIT team refined the module in the CFISD Compliance Moodle to train district staff on the identification of students who may be experiencing homelessness; completed several online trainings; emailed updates and continued to build upon the resource repository.
- The Foster Care Liaison provided training for registrars, counselors, campus administrators regarding supports for students who are in state conservatorship.

Cypress-Fairbanks Police Department:

- The department answered 87,521 calls for service, handled 614 mental health calls, conducted 1482 K9 searches, and completed 191 presentations. CFPD also met the required campus/facilities safety audits

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Areas of need include the following:

Human Capital:

- Additional HR investigator to ensure timely and consistent support to campuses and departments.
- Additional support for substitute staffing.
- Employment records coordinator position.
- HR training and development staff to develop and present training for district supervisors.
- Additional compensation data management specialist to support stipends that are currently processed in other departments.
- Automated system for electronic workflow processes.
- Automated position control system/process.

School Leadership:

- Continue to increase the endeavor to share data utilizing the equity lens in presentations, discussions, and meetings.

Staff Quality, Recruitment, and Retention Strengths

Strengths include the following:

Human Capital:

- Developed a dashboard for campus vacancies for various departments to access the number of campus vacancies District-wide.
- Collaborated with Professional Learning and Harris County Department of Education to use an existing contract and improve the efficiency and quality of our online paraeducator proficiency testing process.
- Realigned paraprofessional salary calculation sheets to the ones used for professional staff to make the process more efficient for the HR data team.
- Created bi-weekly campus secretary newsletter that includes district-wide information for campus secretaries.
- Implemented virtual substitute orientation training.
- Reviewed and streamlined substitute hiring process to reduce the substitute time to hire.
- Completed semi-annual TEA Do Not Hire Registry audit.
- Developed and implemented an HR weekly campus principal newsletter (Tuesday Update) which consolidated the multiple emails sent to principals from HR.
- Created a campus-based paraprofessional pay rate chart to ensure principals communicated accurately with employees and applicants regarding minimum salary, stipends, and contract days.
- Revised the fingerprinting process for how applicants are notified of their need for prints to make our process more efficient.
- Changed the I-9s tracking process which reduced the number of I-9's that are outside of compliance timelines.
- Processed over 500 unemployment claims of which 5% estimated to be legitimate and 95% were estimated to be fraudulent.
- Processed 992 family medical and temporary disability leave requests.
- Processed a total of 8,561 requests for leave related to COVID-19.
- Allocated and supported "permanent" Additional Instructional Support (AIS) substitutes on all campuses.
- Surveyed 1,306 CFISD substitute teachers and paraprofessionals to identify why they were not accepting assignments and what benefits would increase the number of assignments substitutes accepted.

- Implemented an end of semester stipend for Additional Instructional Support (AIS) substitutes.
- Revised the long-term pay structure to retain current substitutes.
- Recommended an increase to the substitute daily pay rate for 2021-2022.
- Developed a recruitment campaign to attract substitutes.
- Created paraprofessional social media marketing materials to recruit applicants to fill paraeducator vacancies.
- Presented to University of Houston Downtown and Houston Community College students, as well as recent Region IV Alternative Certification graduates who had not secured jobs to share the opportunity of becoming a paraeducator in CFISD.
- Partnered with the University of Texas Rio Grande Valley and Curriculum and Instruction to recruit and hire bilingual applicants.
- Awarded the Champion Employer distinction for 2020-2021 by the University of Texas Rio Grande Valley.
- Conducted interviews with experienced teachers interested in joining CFISD in collaboration with campus principals.
- Held a Career Day event for student teachers and post-baccalaureate students giving them an opportunity to learn what it means to be a CFISD educator.
- Hosted two CFISD virtual career fairs during spring 2021 semester, receiving over 1,000 applicants.
- Attended 83 virtual career fairs and events hosted by universities and colleges across the country.
- Placed 300 student teachers at elementary and secondary campuses.

School Leadership:

- Continue to share data regarding access to leadership opportunities in presentations, discussions, and meetings.
- Increase leadership focus by sharing student data assuring access to opportunities for all students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Areas of need include the following:

Curriculum and Instruction:

- Continue the staff development plan that addresses the decline in writing scores across all grade levels.
- Increase and refine reading staff development, including the Texas Reading Academies.
- Continue to support at-risk elementary and secondary readers and Algebra I students through summer camp opportunities to eliminate the achievement gap in these areas across all schools.
- Continue teachers' focus on and administrators' monitoring of the ELPS to ensure each student gains one year of growth each school year.
- Embed rigor relevance and engagement in all staff development coaching and planning sessions across all content areas.
- Create a systematic process to identify, recruit, and support economically disadvantaged and underrepresented student groups in advanced classes.
- Continue the New Teacher Academy for elementary and secondary ELAR teachers to provide extra support and build content knowledge in literacy.
- Continue the Summer Academy for secondary ELAR teachers, Reconceptualizing the English Classroom: Purpose Protocols, and Practices.

Career and Technical Education:

- Improve teachers' and campus administrations' understanding of industry certifications.
- Embed activities into the CTE curriculum that align with industry certification objectives.

Gifted and Talented:

- Continue to extend and deepen teachers' pedagogical knowledge and understanding of differentiation as a means to address gifted students' needs.
- Make GT events accessible to all qualifying students.
- Expand the diversity of the gifted student population.

Educational Support Services:

- Continue to build teacher and administrator capacity to work with the varied needs of Emergent Bilingual students and students identified with disabilities.
- Continue to work with student services and campuses to address in-school suspensions and out-of-school suspensions for students with significant disproportionality.
- Align the dyslexia program K-12.
- Support the emotional, behavioral, and academic needs of students and families.
- Provide an opportunity for students to learn Spanish at the elementary level.

Curriculum, Instruction, and Assessment Strengths

Strengths include the following:

Curriculum and Instruction:

- Monitored and assessed curriculum alignment and instruction using district-developed assessments consistently across all campuses.
- Provided specific, structured lessons and resources in Schoology to strengthen first-time instruction.

- Provided teachers with TEKS-based materials designed to ensure rigor, relevance, and engagement.
- Provided four days of content staff development to all teachers that included individual choice, content updates, pedagogy, and planning.
- Provided ongoing content staff development throughout the year to reinforce, extend, and meet “just in time” teacher needs resulting in improvement to first-time instruction.
- Partnered with Lone Star College to expand College Academy to all 12 high schools affording students the opportunity to graduate from high school and earn an Associate’s of Science degree simultaneously.
- Implemented a blended learning initiative in math, science, and social studies to increase engagement, differentiation, student discourse, rigor, and use of classroom devices.
- Facilitated a New Teacher Academy for elementary and secondary ELAR teachers to provide support and build content knowledge.
- Facilitated a District-wide PLC for elementary ELAR to share expertise and work collaboratively to improve teaching skills and academic performance of students.
- Provided Schoology training to staff (teachers, administrators and paraeducators) over the summer and provided continued support throughout the school year.
- Offered the Digital Learning Conference to over 6000 teachers and administrators with over 55 unique sessions with local and nationally renowned speakers.

Career and Technical Education:

- Provided specific training to teachers and campus administration to improve their knowledge and understanding of industry certifications, testing requirements, etc.
- Facilitated a CTE department professional learning community (PLC) to strengthen collaboration and improve the efficiency and effectiveness of the department’s efforts.

Gifted and Talented:

- Provided opportunities for students to enrich and extend their experiences (DaVinci Day, Destination Imagination, HORIZONS Showcase, etc.)
- Provided GT parent support and informational sessions offered during the HORIZONS Parent Advisory Council meetings.
- Updated and enhanced the training cadre’s responsiveness and the professional development opportunities to better support HORIZONS teachers and students.

Educational Support Services:

- Highly qualified individuals committed to providing student support in the areas of special education, mental health, dyslexia, and language acquisition.
- Ability to collaborate and problem solve with campuses and departments to better support students.
- Provide professional development through instructional coaching and training of district personnel.

Parent and Community Engagement

Parent and Community Engagement Summary

Areas of need include:

Communication

- Support Remind growth and troubleshoot with teachers/principals
- Ensure consistent use of brand standards in district videos

Community Engagement

- Re-engage global volunteers, faith-based leaders, and community mentors
- Provide additional support for campus volunteer liaisons and community mentor liaisons
- Improve communication with PTO presidents and treasurers to support campus initiatives
- Increase Adopt-a-School partnerships
- Attract and engage CFISD business partners to foster new relationships and retain existing

Community Programs

- Continue staff development opportunities, including mentoring, shadowing and leadership development, for Club Rewind and ELC staff
- Recruit and retain strong staff members to maintain consistency in staffing
- Increase enrollment in Club Rewind, and accommodate more children from the ELC waiting list

Title I Parent and Family Engagement:

- Identifying and overcoming barriers of low parent participation
- Additional involvement in instructional partnership with school and parents
- Additional training for parents about academics and ways to help with student success
- More transparency of Title I funding and programming at campus level

Parent and Community Engagement Strengths

Strengths include the following:

Communication

- Growth in audience across all social media platforms
- Increased production and photography assets from High School Journalism Network
- Increase in email contacts and opt-ins for SMS emergency notifications
- Increase in districtwide Remind classes rostered
- Diversified job duties for effective live broadcasting of board meetings and events
- Integration of animation practicum students to enhance communication efforts
- Increase in state awards won

- Increase of in-house drone footage captured and utilized in video productions
- Creation of graphic design student internship program

Community Engagement

- District-wide use of “Choose CFISD” and “Opportunity for All” messaging
- Development and implementation of “Success Starts Here” campaign for Pre-K and Kindergarten recruitment
- Development and implementation of “Bringing Out the Best” campaign for New Staff Registration
- Sustained, significant fundraising for CFEF with a virtual Superintendent’s Fun Run
- Variety of business partner opportunities, including advertising and Adopt-a-School partnerships

Community Programs

- Professionalism and quality customer service with staff, students, parents and community members
- Sound practices to ensure fiscal responsibility
- Implementation of best practices across all program areas to provide safe and engaging environments

Title I Parent and Family Engagement:

- Quality of feedback from parents has become increasingly more constructive and useful.

District Context and Organization

District Context and Organization Summary

Areas of need include the following:

Business and Finance:

- Continue to monitor the impact of increasing expenditures so that a healthy fund balance is maintained in order to weather tough economic times.
- Continue to monitor enrollment trends as well as immediate and future needs to maximize use of bond funds to meet the needs of the District.
- Continue to structure bond sales so funds are available when needed while limiting impact on debt service tax rate.
- Continue to look for opportunities to refund bonds to maximize interest savings.
- Continue the financial management practices that maintains our excellent bond ratings.
- Continue to monitor FIRST criteria in order to maintain the superior rating.

Support Services:

- Transportation Services: Salary review for all support, paraprofessional, and professional Transportation employees (recent survey has us near the bottom in hourly rates for drivers, attendants, technicians, and office staff and must include private-sector positions of similar responsibilities).
- Transportation Services: Creative solutions to allow for increased applications for high-need positions (drivers, attendants, technicians) and continued increases in retention for all employees.
- Transportation Services: Increased allocation for technicians for Transportation (current technician to vehicle ratio is 1:66 - industry standard is 1:25).
- Nutrition Services: Renovation of aging facilities.
- Nutrition Services: Campus staff support for grab and go breakfast.
- Nutrition Services: New rate tree for Nutrition Services. Last year we raised rates for entry level staff. We need to examine rate structure for other staff members to reduce compression.

Facilities and Construction:

- Completion of the 2014 Bond Program and Phase 1 2014/2019 Bond combined scope.
- Salary review for Maintenance supervisors.
- Training on technology providing maintenance foreman remote access to digitized facilities information.
- Additional Operation's staff to better align the staff to square footage ratio.
- Additional Maintenance staff to better align with the staff to square footage ratio.
- Implement physical security measures and facilities design changes that will provide a secure and safe education environment.

District Context and Organization Strengths

Strengths include the following:

Business and Finance:

- Moody's Investor Services and Standard & Poor's affirmed the District's underlying bond ratings of Aa1 and AA, respectively.

- District's operating fund balance exceeds 52% of expenditures.
- Received superior rating for the Financial Integrity Rating System of Texas (FIRST).
- Among the lowest administrative cost ratio in Gulf Coast Region and Texas.
- Lowered the debt service tax rate 1 penny in 2014 tax year and will maintain this lower debt service rate despite issuing \$2.09 billion more in bonds since 2014.
- Received the certificate of achievement for excellence in financial reporting from Association of School Business Officials and Government Financial Officers Association.
- Annual financial audit did not reflect findings (clean audit).
- Refunded variable rate bonds and defeased outstanding balances with fixed rates ranging from 2.25% to 5%.
- Sold \$387.2M Series 2020A bonds at all-in true interest cost of 1.98%.
- Five-star rating from Texas Smart Schools for all eleven years of the program.

Support Services:

- Transportation Services: New school bus purchases allowed for 12-year route replacement schedule, with current oldest route bus a 2016 model.
- Transportation Services: Retention rate increased to 80% for 2020-2021 school year
- Transportation Services: Staff commitment through driver shortages and COVID-19 concerns was exemplary, with multiple professional and administrative staff assisting in route coverage (up to 200 positions needing coverage a day at times).
- Nutrition Services: Strong level of commitment from existing staff.
- Nutrition Services: Strong level of expertise with existing staff.

Facilities and Construction:

- Developed an implementation plan for projects approved in the 2019 Bond referendum.
- Implementation of Phase II and Phase III of the 2019 Bond Program.
- Enhanced the technology skills of Maintenance Department foremen through monthly training.
- Improved the safety training program in the Maintenance Department to reduce on the job injuries and workers compensation cost to the district.
- Expanded the use of CenterPoint Energy's Retro Commissioning Program to maximize energy efficiencies.
- Improved Operations Department protocols to strengthen standard and emergency protocols.
- Implementation of COVID-19 protocols.

Technology

Technology Summary

Areas of need include:

- Develop infrastructure needed to successfully support a 1:1 program
- Support departments and campuses on both software and hardware integration needs
 - Manage/Deploy Bond 2019 Projects
 - Maintain/Upgrade PowerSchool Suite of products
 - Complete all regulatory data submissions on time
 - Expand Cybersecurity Awareness Program
 - Maintain Trusted Learning Seal

Technology Strengths

Strengths include the following:

- Develop a strategic framework for managing the 2019 Technology Bond Projects
- Develop a Cybersecurity Awareness Program
- Maintain a Trusted Learning Environment
- Upgrade fiber and cabling connectivity
- Upgrade Firewall Security Systems
- VoIP core transferred from AT&T to CFISD
- Complete all regulatory data submissions on time

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information

Parent/Community Data




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








Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Achieve or exceed state accountability standards.

Evaluation Data Sources: STAAR Data


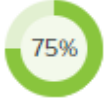


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Work with campuses to increase the rigor of instruction so that all students perform at the highest levels.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the number of students earning Meets or Masters on STAAR in 2018-19.</p> <p>Staff Responsible for Monitoring: All coordinators in STAAR tested areas (ELA, math, science, and social studies)</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Work with campuses to support and train teachers on getting students re-acclimated to the traditional school schedule and environment as they work to close learning gaps exacerbated by the pandemic.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who are fully engaged in school and on track for receiving credit in all courses.</p> <p>Staff Responsible for Monitoring: All coordinators Instructional Technology Curriculum Directors</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement the Monitor Schools process.</p> <p>Strategy's Expected Result/Impact: All campuses earn an overall rating of 80 points or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of School Improvement and Transformation</p>	Formative		
	Nov	Feb	May
			






Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Train campus and district administrators on the state accountability system with a focus on the importance of Meets and Masters STAAR performance.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the number of students earning Meets or Masters on STAAR in 2018-19.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of District Improvement and Accountability</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SPECIAL EDUCATION: Continue to collaborate with general education coordinators and coaches to support implementation of curriculum accommodations.</p> <p>Strategy's Expected Result/Impact: Higher student performance on STAAR and student grades for both face-to-face and virtual students.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: SPECIAL EDUCATION: Improve student outcomes by continuing to develop teachers' knowledge and implementation of Standards Based IEPs.</p> <p>Strategy's Expected Result/Impact: Increase performance on STAAR by 1%.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.






Performance Objective 2: Increase overall Approaches, Meets, and Masters performance on STAAR 3-8 and end-of-course exams while closing the achievement gap in the economically disadvantaged student group. (Note: The strategies listed below will work to meet the needs of all students including those identified students who may be at-risk for academic failure.)






Evaluation Data Sources: STAAR Data




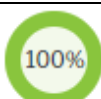
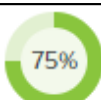
Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ELEMENTARY READING/ELA: Curriculum Conversations will be provided for each unit to train teachers on targeted reading instruction that allows teachers to respond to students' immediate needs day to day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: ELEMENTARY READING/ELA: Train on reading data review and its use in structuring reteach opportunities for struggling students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ELEMENTARY READING/ELA: Provide grade level share sessions focused on gathering teacher feedback to strengthen curriculum for face to face and TVL students using Schoology.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: ELEMENTARY READING/ELA: Provide writing training on specific strategies to enhance informational writing for 3rd and 4th grade teachers.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
			







Strategy 5 Details	Formative Reviews		
Strategy 5: ELEMENTARY READING/ELA: Provide elementary writing scoring training for all new 4th grade teachers. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Elementary ELAR Coordinator	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: ELEMENTARY WRITING: Train on writing data review and its use in structuring reteach opportunities for struggling students. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Elementary ELAR Coordinator	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: ELEMENTARY WRITING: Grade level share sessions will be provided to gather teacher feedback to strengthen curriculum for face to face and TVL students using Schoology. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Elementary ELAR Coordinator	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: SECONDARY READING/ELA: Focus on differentiation strategies and selecting text at appropriate and increasingly complex levels during professional development and planning sessions. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Secondary ELAR Coordinators	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: SECONDARY READING/ELA: Analyze samples of student work at the campus to inform first-time instruction. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Secondary ELAR Coordinators	Formative		
	Nov	Feb	May
			

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: SECONDARY READING/ELA: Provide model lessons as professional development for secondary English/language arts teachers.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinators</p>	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: SECONDARY READING/ELA: Provide ongoing training and support to deepen understanding of the new ELAR TEKS to foster vertical alignment in grades 6-12, and ensure instruction is at the appropriate level of rigor.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinators</p>	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: SECONDARY WRITING: Train and model how to provide actionable and differentiated feedback through individual and small group writing conferences, including writing tips and strategies to improve editing and revising.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinators</p>	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: MATH: Implement professional development focusing on math TEKS (grades K-12), including Math Teacher Academy.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Elementary and Secondary Math Coordinators</p>	Formative		
	Nov	Feb	May
			
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: MATH: Include Emergent Bilingual strategies (specifically emphasizing them) in training, change teacher notes to identify more vocabulary, and add misconceptions that students may have on essential questions. Follow up with teacher training.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Elementary and Secondary Math Coordinators</p>	Formative		
	Nov	Feb	May
			

Strategy 15 Details	Formative Reviews		
<p>Strategy 15: SCIENCE: Implement professional development focusing on science TEKS (grades K-12), including Teacher Academies focused on 8th grade and Biology.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Elementary and Secondary Science Coordinators</p>	Formative		
	Nov	Feb	May
			
Strategy 16 Details	Formative Reviews		
<p>Strategy 16: SCIENCE: Include Emergent Bilingual strategies (specifically emphasizing them) in training, change teacher notes to identify more vocabulary, and add misconceptions that students may have on essential questions. Follow up with teacher training.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Elementary and Secondary Science Coordinators</p>	Formative		
	Nov	Feb	May
			
Strategy 17 Details	Formative Reviews		
<p>Strategy 17: ELEMENTARY SCIENCE: Provide opportunities in the curriculum for teachers to review previously taught concepts and work in small groups with students throughout the year. Follow up with teacher training.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Elementary Science Coordinators</p>	Formative		
	Nov	Feb	May
			
Strategy 18 Details	Formative Reviews		
<p>Strategy 18: SOCIAL STUDIES: Provide professional development focusing on effective reading strategies and literacy-based instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Social Studies Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 19 Details	Formative Reviews		
<p>Strategy 19: SOCIAL STUDIES: Provide professional development focusing on instructional strategies for Emergent Bilingual learners; model vocabulary enrichment strategies in workshops; and use DPM/district data to determine curriculum needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Social Studies Coordinator</p>	Formative		
	Nov	Feb	May
			

Strategy 20 Details	Formative Reviews		
<p>Strategy 20: GIFTED AND TALENTED: Provide opportunities for gifted and talented students to accelerate in areas of strength through events such as (but not limited to): HORIZONS Showcase, Destination Imagination, and campus showcases.</p> <p>Strategy's Expected Result/Impact: Improve programming and opportunity for GT students.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
			
Strategy 21 Details	Formative Reviews		
<p>Strategy 21: HEALTH SERVICES: Provide a coordinated school health program. Collaborate with Local School Health Advisory Council (LSHAC) to review data and update/maintain the coordinated school health program. In grades K-5 students will participate in CATCH. Students receiving physical education credit in grades 3-12 participate in the FITNESSGRAM fitness assessment.</p> <p>Strategy's Expected Result/Impact: Campus participation in CATCH and FITNESSGRAM.</p> <p>Staff Responsible for Monitoring: Elementary and Secondary Health/PE Coordinators Director of Health Services</p>	Formative		
	Nov	Feb	May
			
Strategy 22 Details	Formative Reviews		
<p>Strategy 22: TRANSITION SERVICES: The district will support pre-kindergarten students in their transition to kindergarten by implementing full day pre-K.</p> <p>Strategy's Expected Result/Impact: Successful implementation</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Primary Coordinator Elementary Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 23 Details	Formative Reviews		
<p>Strategy 23: TRANSITION SERVICES: The district will support students transitioning from 5th grade to 6th grade through curricular alignment and implementation of the "In the Middle" program on middle school campuses (pilot).</p> <p>Strategy's Expected Result/Impact: Increase middle school STAAR scores by 1% or higher</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Middle School Curriculum & Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 24 Details	Formative Reviews		
<p>Strategy 24: TRANSITION SERVICES: The district will support students transitioning from 8th grade to 9th grade through curricular alignment and with Algebra Camp.</p> <p>Strategy's Expected Result/Impact: Increase high school STAAR/EOC scores by 1% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of High School Curriculum & Instruction</p>	Formative		
	Nov	Feb	May
			





Strategy 25 Details	Formative Reviews		
<p>Strategy 25: TRANSITION SERVICES: The district will support students transitioning from high school to post-secondary education through the placement of college and career specialists on high school campuses and expansion of College Academy.</p> <p>Strategy's Expected Result/Impact: Increase in number of students participating in College Academy</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
			
Strategy 26 Details	Formative Reviews		
<p>Strategy 26: DYSLEXIA SERVICES: The district will implement a plan to evaluate, identify, and provide vertically aligned support for students with dyslexia</p> <p>Strategy's Expected Result/Impact: Students with a need for dyslexia will be identified and services provided.</p> <p>Staff Responsible for Monitoring: Director of Dyslexia and Director of Special Education</p>	Formative		
	Nov	Feb	May
			
Strategy 27 Details	Formative Reviews		
<p>Strategy 27: SPECIAL EDUCATION: Continue to provide professional development (both virtual and face-to-face) to help all teachers and administrators better understand the functions of specialized instruction.</p> <p>Strategy's Expected Result/Impact: A better understanding of specialized instruction and the flow from assessment to goals and outcomes will increase student achievement.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			
Strategy 28 Details	Formative Reviews		
<p>Strategy 28: SPECIAL EDUCATION: Continue to offer a variety of professional development opportunities both virtual and face-to-face to general and special education teachers focused on best practices associated with academic and behavioral needs identified in the students' IEP.</p> <p>Strategy's Expected Result/Impact: On-going staff development will be offered, and teacher feedback gathered.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			
Strategy 29 Details	Formative Reviews		
<p>Strategy 29: SPECIAL EDUCATION: Set target goals to increase passing rates for students with disabilities on STAAR.</p> <p>Strategy's Expected Result/Impact: Increase performance by 1% or higher.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			






Strategy 30 Details	Formative Reviews		
<p>Strategy 30: Emergent Bilinguals: Provide teacher training on the implementation of the ELPS and provide instructional coaching/planning support.</p> <p>Strategy's Expected Result/Impact: Teachers will use linguistic accommodations to increase the number of students reaching meets and masters on STAAR and Advanced High on TELPAS</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative		
	Nov	Feb	May
			
Strategy 31 Details	Formative Reviews		
<p>Strategy 31: Spanish Learners: Provide a pilot at two elementary campuses for kindergarten through fourth grade students to learn Spanish during large group rotation through Spanish Action Based Learning Lab (ABL)</p> <p>Strategy's Expected Result/Impact: Students at pilot campuses will listen, speak, read, and write in Spanish.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: Primary students will meet grade level targets in Reading and Math.

Evaluation Data Sources: Local Assessments


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ELEMENTARY READING/ELA: Curriculum Conversations will be provided to train teachers on targeted reading instruction that allows teachers to respond to students' immediate needs day to day.</p> <p>Strategy's Expected Result/Impact: Increase students' scores on reading assessments district-wide.</p> <p>Staff Responsible for Monitoring: Primary Coordinator Elementary ELAR Coordinator Elementary Director</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: ELEMENTARY READING/ELA: Train on reading data review and its use in structuring reteach opportunities for struggling students.</p> <p>Strategy's Expected Result/Impact: Increase students' scores on reading assessments district-wide.</p> <p>Staff Responsible for Monitoring: Primary Coordinator Elementary ELAR Coordinator Elementary Director</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ELEMENTARY READING/ELA: Provide grade level share sessions focused on gathering teacher feedback to strengthen curriculum for all students using Schoology.</p> <p>Strategy's Expected Result/Impact: Increase students' scores on reading assessments district-wide.</p> <p>Staff Responsible for Monitoring: Primary Coordinator Elementary ELAR Coordinator Elementary Director</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: ELEMENTARY MATH: Implement professional development focusing on math TEKS including Teacher Academy.</p> <p>Strategy's Expected Result/Impact: Increase students' scores on math assessments district-wide.</p> <p>Staff Responsible for Monitoring: Primary Coordinator Elementary Math Coordinator Elementary Director</p>	Formative		
	Nov	Feb	May
			





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: ELEMENTARY MATH: Provide grade level share sessions focused on gathering teacher feedback to strengthen curriculum for face to face and TVL students using Schoology.</p> <p>Strategy's Expected Result/Impact: Increase students' scores on math assessments district-wide.</p> <p>Staff Responsible for Monitoring: Primary Coordinator Elementary Math Coordinator Elementary Director</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.







Performance Objective 4: Increase graduation rate in all student groups.

Evaluation Data Sources: Graduation rate records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The district provides the following strategies to middle school and high school students, their teachers, counselors and parents to provide information about the following:</p> <p>Higher education admissions and financial aid opportunities and the TEXAS grant program and the Teach for Texas grant program. Strategies Include: College Night, Parent Nights (each grade level), 8th Grade Advisory, Sophomore Conferences, Junior Conferences, Senior Conferences, Classroom Guidance, PACE Presentations, and Financial Aid Night.</p> <p>The need for students to make informed curriculum choices to be prepared for success beyond high school. Strategies Include:</p> <ol style="list-style-type: none"> 1. Update, revise, and facilitate annually the 8th grade Advisory curriculum on Foundation + Endorsement ensuring that the content is delivered to all 8th grade students and results in the completion of a four-year plan. 2. Facilitate annually the Junior Achievement Inspire event where 8th graders engage with business partners to experience career options in the community, learn about soft skills and job interview strategies, and explore job opportunities in each endorsement area. 3. Update, revise, and offer the PACE course (Personal, Academic, and Career Exploration) to all ninth graders as a HS transition course. 4. Implement the use of the career exploration tool Xello. <p>Sources of information on higher education admissions and financial aid. Strategies Include: Facilitate Funding Your Future, College Knowledge Week, and Where are you Going? ensuring students have information regarding college admission and financial aid.</p> <p>Strategy's Expected Result/Impact: Increase graduation rates by .1 to 1%. Four- year plans completed for all 8th grade students. Equip all 9th grade students with information to ensure success in high school and choices beyond.</p> <p>Staff Responsible for Monitoring: Director of Guidance and Counseling Director of High School Curriculum and Instruction Director of Middle School Curriculum and Instruction Director of Advanced Academics High school and middle school principals and counselors College and Career Specialists</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: COLLEGE & CAREER READINESS: Promote college and career readiness by administering PSAT to all 10th graders and SAT to all 11th graders.</p> <p>Strategy's Expected Result/Impact: Increase the number of underrepresented populations in upper-level course by 2%.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics Director of Testing</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: COLLEGE & CAREER READINESS: Expand College Academy to a fifth and graduating cohort at Cypress Lakes HS, fourth and graduating cohorts at Cypress Park HS, Cypress Woods, HS, Cypress Ridge HS, and Langham Creek HS, third cohorts at Cypress Springs HS, Jersey Village HS, Cypress Creek HS, Cypress Falls HS, and Cy-Fair HS, and a second cohort at Bridgeland HS and Cypress Ranch HS.</p> <p>Strategy's Expected Result/Impact: Students who complete 4-year College Academy program will earn an Associate degree upon graduation from high school.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics College Academy Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: GRADUATION RATE: Support deficient students and those who need to pass state assessments to meet graduation requirements.</p> <p>Strategy's Expected Result/Impact: Increase graduation rates by .1 to 1%</p> <p>Staff Responsible for Monitoring: Director of High School Curriculum & Instruction Personalized Learning Recovery Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: CAREER AND TECHNICAL EDUCATION: Provide pregnancy related services (PRS) to eligible students to reduce absences and increase high school completion.</p> <ol style="list-style-type: none"> (1) Complete "intake" process within 48 hours of notification of pregnancy. (2) Begin on-campus services such as counseling and teen parenting classes involving special education staff as applicable. (3) Coordinate with students' teachers to prepare materials for home bound instruction, including access to textbooks and/or alternatives for courses difficult to duplicate in a home environment. (4) Notify CEHI staff of actual delivery date or if CEHI is needed before then due to prenatal issues. (5) Complete instruction in courses during home bound period and report attendance and grades to campus staff. (6) Ensure PEIMS coding accurately reflects the period of PRS. <p>Strategy's Expected Result/Impact: Increase services provided and the timeliness of services.</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education CTE Counselors</p>	Formative		
	Nov	Feb	May
			







Strategy 6 Details	Formative Reviews		
<p>Strategy 6: STUDENT SERVICES: Implementation of an on-going Dropout Recovery Process/Plan at every campus.</p> <p>Strategy's Expected Result/Impact: A structured plan for dropout recovery at each secondary campus and/or an increase in the Dropout Tracking System entries.</p> <p>An established Missing Students Listing for each campus (elementary and secondary) that denotes attendance officer recovery efforts.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Admissions District Attendance Officers Campus Dropout Recovery Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: STUDENT SERVICES: Identification and support for homeless students through Temporary Workers/Retired Counselors, Mission of Yahweh programming, and efforts that serve to eliminate academic barriers.</p> <p>Strategy's Expected Result/Impact: Time and Effort Logs for the Temporary Workers/Retired Counselors.</p> <p>Academic success of students being served under the McKinney-Vento Act.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Admissions District Homeless Liaison</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: STUDENT SERVICES: Identification and support for students in the conservatorship of the State of Texas (foster care).</p> <p>Strategy's Expected Result/Impact: Foster care students' enrollment, attendance, and meal service</p> <p>Foster care students' transportation request, as needed.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Admissions District Foster Care Liaison</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: SPECIAL EDUCATION: Monitor and evaluate learning outcomes for students who receive special education services in the core content areas each grading period to ensure students receiving instruction are meeting passing standards.</p> <p>Strategy's Expected Result/Impact: Focused monitoring on the core content areas will increase the passing rates of students with disabilities in those classes.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: SPECIAL EDUCATION: Implement the option for grade repair for students receiving special education services at the high school level each grading period.</p> <p>Strategy's Expected Result/Impact: Increase graduation rates for students with disabilities by .1 to 1%.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Emergent Bilinguals: Provide an accelerated language acquisition program at the New Arrival Centers to ensure immigrant students are receiving credit opportunities to graduate.</p> <p>Strategy's Expected Result/Impact: Increase the number of Emergent Bilingual who graduate by .1 to 1%.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 5: Increase the number of industry certifications earned.






Evaluation Data Sources: CTE certificate data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CAREER AND TECHNICAL EDUCATION: Work with CTE teachers, counselors, and campus administration to ensure students are prepared to take certification tests which will lead to students earning certificates. Ensure reporting of earned certificates is accurate.</p> <p>Strategy's Expected Result/Impact: Increase the number of industry certifications earned by 2%. Increase accuracy of reporting.</p> <p>Staff Responsible for Monitoring: Director of Career & Technical Education CTE Coordinators CTE Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CAREER AND TECHNICAL EDUCATION: Provide training for teacher of CTE courses prepping students to take and pass industry certifications. This activity includes opportunities to increase each teacher's personal awareness and comfort level with certification objectives as well as opportunities to ensure activities related to these objectives are built into the curriculum.</p> <p>Strategy's Expected Result/Impact: Increase the number of industry certifications earned by 2%.</p> <p>Staff Responsible for Monitoring: Director of Career & Technical Education CTE Coordinators CTE Counselors</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 6: Increase the number of students enrolled in and earning credit in advanced courses in the economically disadvantaged student group.



Evaluation Data Sources: Course enrollment data




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the number of underrepresented student groups (African American, Hispanic, and economically disadvantaged) in dual credit, advanced placement, and K-level courses.</p> <p>Strategy's Expected Result/Impact: 1% enrollment increase in each student group on advanced, dual, or K-level courses.</p> <p>Staff Responsible for Monitoring: Director of High School Curriculum & Instruction Director of Advanced Academics College and Career Specialists</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.




Performance Objective 7: Use federal and state funds appropriately to support the academic learning of students.







Evaluation Data Sources: STAAR, program evaluations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure that all students attending campuses with high percentages of children from low-income families meet challenging state academic standards. (Title I)</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19 in Title I schools.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p> <p>Funding Sources: Professional Development: SIBME - Title I - \$124,500, District-wide Parent Involvement (Reading, Math, Science, Connect Newsletters) - Title I - \$500, Transportation for Foster Care - Title I - \$30,000, Homeless Allocation for Intenerate Counselors (payroll, travel, supplies, student scholarships, TAP Camp, Mission of Yeaweh) - Title I - \$180,000, Mobile Library - Title I - \$25,000, Intensive Campus Interventions - Title I - \$650,000, Professional Development: Lead Your Schools - Title I - \$165,000, Administrative Support: temporary workers, extra duty, SMORES, Title I CRATE, coaches travel - Title I - \$60,500, Professional Development: Blended Learning - Title I - \$70,000, - Title I, Temporary Worker: Behavior Interventionist - Title I - \$70,000, - Title I, PNP Contracted Services (Catapult) - Title I - \$2,954, Coaches - Title I - \$2,993,980, Elementary Summer Programs - Title I - \$1,500,000, Interpreter fees for Parent and Family Engagement Resources - Title I - \$16,000, Professional Development: ICLE Monitor Schools - Title I - \$460,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide staff development to elementary and secondary teachers and principals focused on content area curriculum to improve student achievement. (Title II)</p> <p>Strategy's Expected Result/Impact: Increase the knowledge of teachers and principals in the content area curriculum.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction</p> <p>Funding Sources: Professional and contracted services - Title II - \$779,000, Supplies and materials - Title II - \$373,700, Payroll costs - Title II - \$1,873,370, Other operating costs (travel) - Title I - \$81,663</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Support language acquisition and academic content for English Learners. (Title III)</p> <p>Strategy's Expected Result/Impact: Increase numbers of students making at least one year of growth on the Texas English Language Proficiency Assessment System (TELPAS) by 1%.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p> <p>Funding Sources: Other operating costs - Title III - \$10,000, Payroll costs - Title III - \$1,550,000, Professional and contracted services - Title III - \$133,836, Supplies and materials - Title III - \$133,836</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide students with a well rounded education, support safe and healthy students, and support the effective use of technology. (Title IV)</p> <p>Strategy's Expected Result/Impact: Increase student engagement in programs funded through Title IV by 1%, fund positions for the district's mental health team.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p> <p>Funding Sources: Professional and contracted services - Title IV - \$137,033, Other operating costs - Title IV - \$31,000, Payroll costs - Title IV - \$1,334,710, Supplies and materials - Title IV - \$277,548</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Supplement state CTE allotment to develop more fully the academic, career, and technical skills of secondary students who elect to enroll in career and technical education programs. (Career and Technical Education Carl Perkins Grant)</p> <p>Strategy's Expected Result/Impact: Increase number of industry certificates earned by 2%.</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p> <p>Funding Sources: Capital outlay - CTE: Carl Perkins Grant - \$607,000, Supplies and materials - CTE: Carl Perkins Grant - \$48,335, Professional and contracted services - CTE: Carl Perkins Grant - \$60,000, Payroll costs - CTE: Carl Perkins Grant - \$445,331</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide supplemental support for high costs needs of students with disabilities. (Individuals with Disabilities Education Act)</p> <p>Strategy's Expected Result/Impact: Students are given a free appropriate public education (FAPE).</p> <p>Staff Responsible for Monitoring: Director of Special Education</p> <p>Funding Sources: Payroll Costs - SPED: IDEA B - \$10,822,118, Professional and Contracted Services - SPED: IDEA B - \$4,240,779, Capital Outlay - SPED: IDEA B - \$71,600, Other operating costs - SPED: IDEA B - \$465,660, Supplies and Materials - SPED: IDEA B - \$2,782,515, Supplies and materials - SPED: IDEA B Discretionary Deaf - \$31,000, Payroll costs - SPED: IDEA B Discretionary Deaf - \$140,335, Professional and contracted services - SPED: IDEA B Discretionary Deaf - \$37,700, Other operating costs - SPED: IDEA B Discretionary Deaf - \$27,278, Payroll Costs - SPED: IDEA B Preschool - \$233,298, Supplies and materials - SPED: IDEA B Preschool - \$45,000, Supplies and materials - SPED: IDEA C Early Childhood Intervention Deaf - \$200, Payroll Costs - SPED: IDEA C Early Childhood Intervention Deaf - \$0, Supplies and Materials - SPED: State Deaf - \$550, Payroll Costs - SPED: State Deaf - \$1,516,676, Professional and contracted services - SPED: State Deaf - \$800, Other operating costs - SPED: State Deaf - \$375, Professional and Contacted Services - SPED: IDEA C Early Childhood Intervention Deaf - \$6,956, Other Operating Costs - SPED: IDEA C Early Childhood Intervention Deaf - \$100</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide support for students in a special education program. (Special Allotment: Special Education)</p> <p>Strategy's Expected Result/Impact: Students receiving special education services meet their individualized IEP academic goals.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p> <p>Funding Sources: Deaf Education (Fiscal Agent) - Special Allotment: Special Education, Extracurricular - Special Allotment: Special Education, Resource Center - Special Allotment: Special Education, Staff Development - Special Allotment: Special Education, Guidance and Counseling - Special Allotment: Special Education, Transportation - Special Allotment: Special Education, Instructional Leadership - Special Allotment: Special Education, Instructional - Special Allotment: Special Education, Health Services - Special Allotment: Special Education</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Enable Emergent Bilingual students to become competent in listening, speaking, reading and writing the English language. (Special Allotment: Bilingual Education)</p> <p>Strategy's Expected Result/Impact: At least one year's progress on TELPAS.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p> <p>Funding Sources: Instructional - Special Allotment: Bilingual Education, Instructional Leadership - Special Allotment: Bilingual Education, Testing Materials - Special Allotment: Bilingual Education, Staff Development - Special Allotment: Bilingual Education</p>	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide career and technical education programs. (Special Allotment: Career and Technology Education)</p> <p>Strategy's Expected Result/Impact: Increase in number of students earning industry certificates by 2%.</p> <p>Staff Responsible for Monitoring: Director of Career and Technology</p> <p>Funding Sources: Counselors - Special Allotment: Career and Technology Eudcatio, Instructional - Special Allotment: Career and Technology Eudcatio, - Special Allotment: Career and Technology Eudcatio, Instructional Leadership - Special Allotment: Career and Technology Eudcatio, Staff Development - Special Allotment: Career and Technology Eudcatio, Extracurricular - Special Allotment: Career and Technology Eudcatio</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide support for students receiving Dyslexia services. (Special Allotment: Dyslexia)</p> <p>Strategy's Expected Result/Impact: Students will meet their individual reading level targets.</p> <p>Staff Responsible for Monitoring: Director of Dyslexia</p> <p>Funding Sources: Instructional - Special Allotment: Dyslexia, Instructional Leadership - Special Allotment: Dyslexia, Staff Development - Special Allotment: Dyslexia</p>	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide full day Pre-Kindergarten. (Special Allotment: Early Education)</p> <p>Strategy's Expected Result/Impact: Students will enroll in full day Pre-Kindergarten and enter Kindergarten with the prerequisite skills.</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction</p> <p>Funding Sources: Instructional - Special Allotment: Pre-Kindergarten</p>	Formative		
	Nov	Feb	May
			

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Based on AID (LEGAL) the district provides the following assurances in the District Improvement Plan:</p> <ol style="list-style-type: none"> 1. Provide services to eligible children attending private elementary schools and secondary schools in timely and meaningful consultation with private school officials regarding such services. 2. Participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8. 3. Coordinate and integrate services under Part A with other educational services at the district or school level, such as services for children with disabilities, migratory children, American Indian children, and homeless children and youth, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. 4. Collaborate with the state or local welfare agency to designate a point of contact if the child welfare agency notifies the district and develop and implement clear written procedures governing how transportation to maintain foster care children in their schools of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. 5. Ensure all teachers and paraprofessionals working in a program supported with funds under Part A meet applicable state certification and license requirements. 6. Ensure that early childhood education services to low-income children comply with performance standards under the Head Start Act. <p>Strategy's Expected Result/Impact: All federal requirements are met Staff Responsible for Monitoring: Director of Federal Programs and Grants</p>	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: ESSER I, ESSER II, and ESSER III: Help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students.</p> <p>Strategy's Expected Result/Impact: Reduce COVID-10 positivity rates Work toward eliminating the achievement gap caused by COVID-19 and enable students to meet state and federal accountability targets.</p> <p>Funding Sources: ESSER III - ESSER III - \$189,239,347, ESSER II - ESSER II - \$84,261,496, ESSER I - ESSER I - \$17,398,319</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 8: Special Allotment: Compensatory Education: Reduce any disparity between (1) students who are educationally disadvantaged and students who are not educationally disadvantages, and (2) students at-risk of dropping out of school as defined by TEC 29.081, and all other students on (a) performance on state assessments, and (b) rates of high school completion (graduation rates) by offering additional accelerated instruction and supplemental interventions to each student who meets one or more statutory or locally-defined eligibility criteria.


Local At-Risk Criteria - School Board Approved: The district may use SCE funding to serve students who are identified as at risk using local eligibility criteria.




Local Policy: The district's School Board has adopted local eligibility criteria for at-risk student identification (Board Policy EHBC (LOCAL)). In accordance with Education Code 29.081(g), effective July 1, 2017, the following local at-risk criteria have been established to extend by ten percent the list of students eligible to be considered for the SCE services. In addition to the state at-risk criteria, content specialists may provide supplemental support services to elementary/secondary students who meet one or more of the local at-risk criteria noted below:




- * Failed a content (English/language arts, math, science, or social studies) readiness test;
- * STAAR-content exam score equals below 110% of the passing standard; or
- * Reading below grade level.


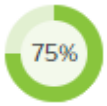

Local Procedures: Non-Title I students - The Campus Principal shall ensure that students identified with local eligibility criteria are locally documented and provided to the director of elementary/secondary curriculum and instruction. The director shall ensure the percent of students meeting the local criteria does not exceed 10% of the total number of state identified at risk students at any point in the school year.






Evaluation Data Sources: High School Completion Rates
STAAR data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Small Group Reading Intervention (SGRI-1st Grade): Provide reading intervention materials and training for SGRI teachers, curriculum aligned resources to campuses, and targeted professional development for teachers.</p> <p>Strategy's Expected Result/Impact: Increase the number of students reading on or above grade level by 2%</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator</p> <p>Funding Sources: Supplies - District Level - Special Allotment: Compensatory Education - \$10,000, Extra Duty - Special Allotment: Compensatory Education - \$3,261</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Supplemental Language Arts (Grades 2-5): Provide tutors for accelerated instruction, supplemental curriculum, curriculum aligned resources to campuses and professional development for coaches and teachers</p> <p>Strategy's Expected Result/Impact: Increase students performance on STAAR by 2%</p> <p>Staff Responsible for Monitoring: Coordinator for Elementary ELAR</p> <p>Funding Sources: Supplies - District Level - Special Allotment: Compensatory Education - \$3,053, Supplies - Campus Level - Special Allotment: Compensatory Education - \$12,887, Campus Interventionists - Special Allotment: Compensatory Education - \$287,000, Extra Duty - Special Allotment: Compensatory Education - \$9,625, Professional Development Materials - Special Allotment: Compensatory Education - \$1,625, Professional Development or Conferences - Special Allotment: Compensatory Education - \$6,205</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Supplemental Language Arts (Grade 6): Provide materials to support accelerated instruction, curriculum aligned resources for campuses, curriculum development for intervention classes, and materials and fees for professional development for teachers and coaches.</p> <p>Strategy's Expected Result/Impact: Increase student performance on STAAR/EOC by 1% and increase passing rates in ELA classes by 5%</p> <p>Staff Responsible for Monitoring: Secondary Reading Coordinator</p> <p>Funding Sources: Supplies - District Level - Special Allotment: Compensatory Education - \$68,500, Campus Interventionists - Special Allotment: Compensatory Education - \$5,250, Professional Development Materials - Special Allotment: Compensatory Education - \$616, Curriculum Writing and Purchases in conjunction with gr. 7 and 8 ELA - Special Allotment: Compensatory Education - \$20,600</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Supplemental Language Arts (Grades 7-12): Provide resources and activities for accelerated instruction and "Closing the Gap" activities/resources/supplies for teachers to use with students; materials/supplies to support STAAR or EOC review initiatives on campuses; reading materials (books) to support reading scaffolds; writing calibration training and materials; and curriculum activities/resources/supplies for summer school programs.</p> <p>Strategy's Expected Result/Impact: Increase student performance on STAAR/EOC and increase passing rates in required high school English courses.</p> <p>Staff Responsible for Monitoring: Secondary ELA Coordinator</p> <p>Funding Sources: Supplies-District Level - Special Allotment: Compensatory Education - \$48,041, Supplies - Campus Level - Special Allotment: Compensatory Education - \$20,278, Extra Duty - Special Allotment: Compensatory Education - \$21,500, Professional Development Materials - Special Allotment: Compensatory Education - \$15,181, Curriculum materials (along with ELA 6) - Special Allotment: Compensatory Education - \$15,000</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Supplemental Math (Grades 2-6): Provide tutors for accelerated instruction, curriculum aligned resources to campuses, and targeted professional development for teachers.</p> <p>Strategy's Expected Result/Impact: Increase students performance on STAAR by 2%</p> <p>Staff Responsible for Monitoring: Coordinator for Elementary Math</p> <p>Funding Sources: Supplies - District Level - Special Allotment: Compensatory Education - \$74,000, Campus Interventionists - Special Allotment: Compensatory Education - \$255,500, Extra Duty - Temporary Worker - Special Allotment: Compensatory Education - \$45,000, Professional Development Materials - Special Allotment: Compensatory Education - \$17,622</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Supplemental Math (Grades 7-12): Provide campus tutors for accelerated instruction, "Closing the Gap" activities/resources/supplies for teachers to use with students in accelerated instruction (including temporary workers to prepare the activities/resources), supplies to support engaging activities in math/algebra lab, materials/supplies to support STAAR review initiatives on campuses, materials for professional development for teachers, and curriculum activities/resources/supplies for summer school programs.</p> <p>Strategy's Expected Result/Impact: Increase student performance on STAAR and increase passing rates in required high school math courses.</p> <p>Staff Responsible for Monitoring: Math Coordinator 7-12</p> <p>Funding Sources: Supplies - District Level - Special Allotment: Compensatory Education - \$95,065, Campus Interventionists - Special Allotment: Compensatory Education - \$24,500, Extra Duty/Temporary Worker - Special Allotment: Compensatory Education - \$69,219, Professional Development Materials - Special Allotment: Compensatory Education - \$5,908</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Supplemental Science (Grades 2-6): Provide tutors for accelerated instruction, after school science camps, STAAR review resources, and curriculum aligned resources to campuses.</p> <p>Strategy's Expected Result/Impact: Increase students performance on STAAR by 2%</p> <p>Staff Responsible for Monitoring: Coordinator for Elementary Science</p> <p>Funding Sources: Supplies - District Level - Special Allotment: Compensatory Education - \$60,500, Campus Interventionists - Special Allotment: Compensatory Education - \$127,000, Extra Duty Pay - Special Allotment: Compensatory Education - \$82,500</p>	Formative		
	Nov	Feb	May
			

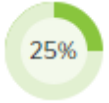





Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Elementary Summer School: Elementary Summer School programs are provided for 6 weeks in grades Pre-K through 5th grade. Camp Explorer: Pre-K and Kindergarten bilingual and ESL students attend Camp Explorer to increase oral language fluency and English vocabulary. Camp Summit: Kindergarten - 2nd grade students reading half a year or more below grade level invited to participate to support early literacy skills. Camp Triumph: 3rd - 5th grade students reading half a year or more below grade level invited to participate to support early literacy skills.</p> <p>Strategy's Expected Result/Impact: 90% of students who enrolled in summer school will attend 5 weeks or more.</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction</p> <p>Funding Sources: Supplies - District Level - Special Allotment: Compensatory Education - \$21,660, Extra Duty - Special Allotment: Compensatory Education - \$3,500, Payroll - Special Allotment: Compensatory Education - \$2,528,156</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: High School Summer School (make-up credit) and End of Course assessment preparation.</p> <p>Strategy's Expected Result/Impact: Make-up credit summer school-95% of students will complete each session and earn credit for the make-up credit course.</p> <p>EOC Prep- 95% of students enrolled will complete the pre course and take the EOC retest in June.</p> <p>Staff Responsible for Monitoring: Director, HS Curriculum and Instruction</p> <p>Funding Sources: Supplies - Special Allotment: Compensatory Education - \$10,000, Extra Duty Pay - Special Allotment: Compensatory Education - \$2,273,938</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Summer School Algebra Camp: The Algebra Camp is strongly suggested for students who did not pass the 8th grade math STAAR and/or have struggled in 8th grade math. The Algebra Camp will provide resources for students to strengthen their math skills in order to be successful in Algebra I in the ninth grade year.</p> <p>Strategy's Expected Result/Impact: Students will be successful in Algebra I in 9th grade and on the Algebra I EOC.</p> <p>Staff Responsible for Monitoring: Director, HS Curriculum and Instruction Math Coordinator 7-12</p> <p>Funding Sources: Supplies - District Level - Special Allotment: Compensatory Education - \$35,000, Extra Duty - Special Allotment: Compensatory Education - \$25,000, Professional Development Materials - Special Allotment: Compensatory Education - \$340,000, Transportation - Special Allotment: Compensatory Education - \$75,000, Power Up! - Special Allotment: Compensatory Education - \$80,000</p>	Formative		
	Nov	Feb	May
			

Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Apartment Tutoring Program: provided after school tutoring for at-risk students at a local apartment complex.</p> <p>Strategy's Expected Result/Impact: Close the gap by at least 5 points between emergent bilingual and non-emergent bilingual STAAR reading, math, science, and social studies.</p> <p>Staff Responsible for Monitoring: Director, Curriculum and Instruction Special Populations</p> <p>Funding Sources: Supplies and Extra Duty Pay - Special Allotment: Compensatory Education - \$83,831</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Safe and Healthy Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Services: Increase the number of students receiving face-to-face instruction by decreasing the overall number of students removed from class.






Evaluation Data Sources: Discipline Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: STUDENT SERVICES: Increase the number of students receiving face-to-face instruction by decreasing the overall number of students removed from class.</p> <p>Strategy's Expected Result/Impact: Decrease the number of assignments to In-School Suspension</p> <p>Decrease the number of discretionary assignments to the DAEP.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Directors of Student Services/ K-12 Director of Student Services/Classroom Management and Development Classroom Management Consulting Teachers Campus Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: STUDENT SERVICES: Provide effective attendance improvement interventions for students with 6 or more unexcused absences.</p> <p>Strategy's Expected Result/Impact: Increase the overall district attendance rate by .1% in an effort to achieve incremental growth toward the target of 96%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Admissions District Attendance Officers Campus staff</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Services: Expand the implementation of Positive Behavior Intervention and Support (PBIS) to all CFISD campuses and non-campus CFISD facilities (Violence Prevention).






Evaluation Data Sources: Number of PBIS Campuses

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: STUDENT SERVICES: Expand implementation of Positive Behavior Intervention and Support (PBIS) process at all CFISD campuses.</p> <p>Strategy's Expected Result/Impact: Increase the number of PBIS campuses to 100%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Classroom Management and Development Classroom Management Consulting Teachers</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Safe and Healthy Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Student Services: Implement research-based alternative options to out-of-school suspension (OSS).





Evaluation Data Sources: OSS Data






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: STUDENT SERVICES: Implement research-based alternative options to out-of-school suspension (OSS).</p> <p>Strategy's Expected Result/Impact: Reduce the occurrence of out-of-school suspension as a consequence for behavioral infractions.</p> <p>Administrative training focused on research-based alternative options to out-of-school suspension.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Directors of Student Services/ K-12 Director of Student Services/Classroom Management and Development Classroom Management Consulting Teachers Campus Staff</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 4: CFISD Police Department: The CFISD Police Department is responsible for maintaining a safe and secure learning environment for all the students, staff, and visitors of CFISD. The Police Department will meet the safety and security objectives by working with other district departments in implementing the districts comprehensive Safety and Security Plan. The Police Department will obtain the objective via the strategies listed below.

Evaluation Data Sources: Safety Data



Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintain effective police K-9 program to prevent/reduce the number of illicit drugs and weapons found on campus. Strategy's Expected Result/Impact: Decrease number of finds of illegal and illicit drugs found at campuses across district. Reduce number of disciplinary referrals for students in possession of narcotics and/or weapons. Staff Responsible for Monitoring: Uniformed Services Lieutenants, K-9 Sergeant</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Mental Health Officer Program to increase mental health awareness for students, parents, and staff. Work with Mental Health Intervention Team to accomplish objective. Strategy's Expected Result/Impact: Improve awareness of mental health crisis with students. Increase support for students dealing with mental health issues/concerns. Staff Responsible for Monitoring: Uniformed Service Lieutenants, Mental Officer Sergeant, (Command Staff Support as needed)</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Maintain or reduce response time to emergencies. Strategy's Expected Result/Impact: Improve/maintain a 6 minute or less response time to emergency calls for service within the district. Staff Responsible for Monitoring: Communications Sergeant and Lieutenant</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure compliance with Texas Education Code for safety and security of all campuses/facilities. Strategy's Expected Result/Impact: Complete a minimum of 40 safety and security audits as required by the Texas Education Code. The audits ensure compliance with maintaining campus safety plans, drills and intruder assessments for each campus. Staff Responsible for Monitoring: Director of Emergency Management</p>	Formative		
	Nov	Feb	May
			

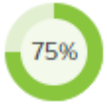
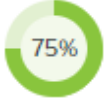
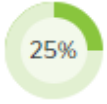
Strategy 5 Details	Formative Reviews		
Strategy 5: SB 1707: Monitor implementation of the changes made pursuant to SB 1707 as referenced in CKE (LOCAL). Strategy's Expected Result/Impact: Comply with state law requirements Staff Responsible for Monitoring: General Counsel, Chief of Police and Associate Superintendent for Human Resources and Student Services.	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 324 661 373">  No Progress </div> <div data-bbox="756 324 976 373">  Accomplished </div> <div data-bbox="1071 324 1333 373">  Continue/Modify </div> <div data-bbox="1428 324 1627 373">  Discontinue </div> </div>			






Goal 2: Safe and Healthy Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 5: Guidance and Counseling: Provide guidance and counseling to students that meet the needs of all students including those receiving special services.

Evaluation Data Sources: Counseling Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase teacher, student, and parent awareness of issues regarding sexual abuse of children as required by HB 1041. Review curricula to identify existing instruction on this topic, and add objectives as warranted. Provide training for staff. Continue involving and informing parents via letters and internet postings.</p> <p>Strategy's Expected Result/Impact: Training provided to staff, review of curricula, and information provided to parents.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Address issues related to education about the prevention of dating violence as required by HB 121. Implement board policy FFH (Local). Provide awareness education to students and parents through multiple sources (i.e. counselor information sheets, the district website, and school publications.)</p> <p>Strategy's Expected Result/Impact: Awareness education provided to students and parents.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure that the counselor's role retains focus on implementation of the Comprehensive School Counseling Program and assists students to develop the skills they need to enhance their personal, social, emotional, and career development.</p> <p>Address trauma resolution for students who have experienced natural disasters, health crisis, military tragedy, etc.</p> <p>Facilitate the campus staff's ability to detect warning signs of students who may be candidates for suicide or victims of child abuse.</p> <p>Address the following as needed: conflict resolution (Kelso Conflict Resolution Program), self-confidence, motivation to achieve, decision making, goal setting, planning, interpersonal effectiveness, effective communication skills, cross-cultural effectiveness, and responsible behavior.</p> <p>Recognize students displaying early warning signs and have a possible need for early mental health or substance intervention.</p> <p>Provide faculty and staff with annual training on human trafficking prevention.</p> <p>Strategy's Expected Result/Impact: Training provided to staff via multiple modalities and number of students seen by the counselor.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Senate Bill 11: We will train our staff on grief and trauma informed care. The district will increase the awareness of trauma informed care for staff and students. We will also provide counseling options for students affected by trauma or grief. Implement CFISD Board Policy FFBA.</p> <p>Strategy's Expected Result/Impact: Training provided to staff, review of curricula, and information provided to parents.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: HB 18: We will train all principals on the Comprehensive School Counseling Program.</p> <p>Strategy's Expected Result/Impact: Training and supplemental documents provided.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Increase involvement in P.B.I.S. and educate elementary students on post-secondary programs.</p> <p>Strategy's Expected Result/Impact: Promote a "well-being" climate by establishing multiple initiatives to promote a positive school culture.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: HB 111: All staff will be trained on sexual abuse, sex trafficking, and maltreatment of children. All staff will be trained annually. CFISD Board Policy FFG.</p> <p>Strategy's Expected Result/Impact: Training and supplemental documents provided.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: SB 9: As required by SB 9, it is our policy of the district to maintain a learning environment that is free of dating violence, discrimination, harassment, and retaliation. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a counselor or other school official with whom they feel comfortable.</p> <p>Strategy's Expected Result/Impact: Training provided to staff and students. Information provided to parents via district website.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: SB 9: The district will promptly notify the parent of the alleged victim or alleged perpetrator who has experienced prohibited conduct when the allegations, if proven, will constitute a violation as defined by policy FFH.</p> <p>Strategy's Expected Result/Impact: Awareness education provided to students and parents.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: SB 9: Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the students' parent. See policy FFH (LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.</p> <p>Strategy's Expected Result/Impact: Training provided to staff and students. Information provided to parents via district website.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify










Discontinue

Goal 2: Safe and Healthy Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 6: Psychological Services: Work with teachers and administrators at all campuses to support the emotional and behavioral needs of students and families.






Evaluation Data Sources: Psychological Services Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PSYCHOLOGICAL SERVICES: Provide emotional and behavioral supports to students through consultation with campuses and families and/or direct intervention to identified students with signed guardian consent.</p> <p>Strategy's Expected Result/Impact: Improved emotional and behavioral functioning in the classroom/school environment for students and staff.</p> <p>Staff Responsible for Monitoring: Director of Psychological Services</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PSYCHOLOGICAL SERVICES: Collaborate with other departments to support campuses in providing a safe and supportive school learning environment and to promote the positive development of student social, emotional and behavioral needs.</p> <p>Strategy's Expected Result/Impact: Increased collaboration among departments related to the development of positive student social, emotional and behavior interactions across all campuses.</p> <p>Staff Responsible for Monitoring: Director of Psychological Services</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PSYCHOLOGICAL SERVICES/MHIT PSYCHOLOGISTS: Train district mental health professionals (i.e., counselors, Youth Services Specialists, Psychological Services Providers/Interns) in the areas of individual and group crisis prevention/intervention/response, and trauma informed care.</p> <p>Strategy's Expected Result/Impact: Improved staff ability to prevent or mitigate psychological damage from a crisis event.</p> <p>Staff Responsible for Monitoring: Director of Psychological Services</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Human Resources: Increase the 2021-2022 substitute teacher fill rate to 100%.






Evaluation Data Sources: Substitute Fill Rate Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review substitute pay. Strategy's Expected Result/Impact: Consistent increase in daily fill rate. Minimum district daily fill rate of 75%. Targeted district fill rate of 100%. Staff Responsible for Monitoring: Chief of Employee and Student Services Assistant Superintendent of Human Resources HR Substitute Staffing Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: School Leadership Development: Recruit diverse leadership candidates for district leadership initiatives.


Evaluation Data Sources: Recruitment Data


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Recruit, inform, and present district leadership opportunities and information to all stakeholders.</p> <p>Increase the number of applications to the various leadership institutes offered by seeking continued involvement from school leaders.</p> <p>Create and post informational flyers for each institute on the district website under Leadership Development site, highlighting facts for each leadership institute.</p> <p>Strategy's Expected Result/Impact: Increased understanding of the focus of each leadership institute offered in the district. Leadership opportunities will be presented to stakeholders. Increased participation in the various leadership institutes.</p> <p>Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents, School Leadership Professional Learning Department Leadership Development Continuum Committee</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.


Performance Objective 3: School Leadership Development: Increase opportunities for high quality training, mentoring, and leadership development.


Evaluation Data Sources: Leadership Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The School Leadership Team will utilize their Leadership Framework in our district pipeline to the principalship.</p> <p>Utilizing national principal standards and trainings, add additional topics and resources to our Aspiring Administrator Institute, Aspiring Principal Institute, New Principal Institute, Principal Coaches meetings, monthly principal meetings, and assistant principal meetings.</p> <p>Provide professional development and successful leadership qualities/strategies monthly at district assistant principal meetings, principal meetings, the seven district leadership institutes, and principal coaches meetings.</p> <p>The School Leadership Team will attend national/state trainings and endeavor to increase and enhance our leadership capacity and equity lens.</p> <p>School Leadership will represent CFISD at state and national conferences sharing CFISD's Leadership Institute series and Principal Coaching program utilized in our district's pipeline to leadership.</p> <p>Formal surveys are utilized at the conclusion of each month's district institutes to gain timely feedback as to the effectiveness of the content and presentation. Surveys are received from national/state conference session participants.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for high quality training, mentoring, and leadership development</p> <p>Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents, School Leadership Professional Learning Department Leadership Development Continuum Committee School Leadership Advisory Committee</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished








 Continue/Modify

 Discontinue

Goal 4: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 1: Communication and Community Engagement: Support key district messages.








Evaluation Data Sources: Communication Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintain a comprehensive marketing plan to increase engagement and support among all CFISD stakeholders.</p> <p>Strategy's Expected Result/Impact: Increased campus and department initiatives to increase community awareness of the importance of a strong school district.</p> <p>Staff Responsible for Monitoring: Director of Community Engagement</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Maintain yearly project plan for communication and community engagement departments to include support of key district messages such as bond communication, safety and security initiatives, marketing campaign and district events, as well as school and department communication.</p> <p>Strategy's Expected Result/Impact: Detailed plan for key district messaging to include timeline for message distribution, strategies to increase awareness and communication resources for department and school personnel.</p> <p>Staff Responsible for Monitoring: Director of Communication Director of Community Engagement Assistant Superintendent for Communication and Community Relations</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop a CFISD customer service model.</p> <p>Strategy's Expected Result/Impact: Development of standards, training materials, and an implementation plan.</p> <p>Staff Responsible for Monitoring: Chief of Staff Assistant Superintendent for Communication and Community Relations Others</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 2: Community Programs: Provide supplemental childcare and instruction for students in the Early Learning Centers and Club Rewind.


Evaluation Data Sources: Community Programs Data





Strategy 1 Details	Formative Reviews		
Strategy 1: Evaluate the quality and profitability of all programs offered in community programs. Strategy's Expected Result/Impact: Sustained profitability in all programs. Staff Responsible for Monitoring: Director of Community Programs	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Evaluate the quality of staff development and curriculum in all programs offered in community programs. Strategy's Expected Result/Impact: Sustained enrollment and high customer satisfaction Staff Responsible for Monitoring: Director of Community Programs	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Target recruitment practices to attract quality candidates for Club Rewind and ELCs. Strategy's Expected Result/Impact: Decrease the number of vacancies Staff Responsible for Monitoring: Director of Community Programs	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 3: Federal Programs: Follow all federal guidelines regarding parent and family engagement

Evaluation Data Sources: Parent and Family Engagement Data


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Build capacity for family and parent engagement by ensuring effective involvement of parents and to support a partnership among the school, parents and the community to improve academic achievement.</p> <p>CFISD does this by the following:</p> <ol style="list-style-type: none"> 1. By providing assistance to parents with understanding the State's academic standards and local assessment standards, and how to work with educators to improve their child's achievement; 2. Provide materials and training to help parents work with their child, such as literacy and technology training; 3. Educate teachers, principals and other staff with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents as equal partners; 4. As feasible, coordinate and integrate parent involvement programs and activities with other Federal, State and local programs; 5. Provide information to families in a uniform format in a language parents can understand (translations of CIPS); 6. Provide reasonable support for family engagement activities; 7. Involve parents in the development of training and evaluation of the PFE Policy for teachers, principals and other school staff. This will also identify barriers to greater participation by parents (on-line survey); 8. Provide necessary literary support to family and community engagement (mobile library); 9. Establish a district wide Parent Advisory Council and create, evaluate and distribute the District Parent Engagement Policy (PAC); 10. Provide various times and locations for PAC meeting and staff trainings with an interpreter and child care as needed. <p>Strategy's Expected Result/Impact: 1% to 5% increase in parent engagement on each Title I campus.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p>	Formative		
	Nov	Feb	May
			


 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Goal 5: Financial and Technology Management: The district shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.


Performance Objective 1: Business and Financial Services: Develop and manage an operating budget that reflects the objectives of the District Improvement Plan while maintaining an appropriate operating fund balance.


Evaluation Data Sources: Budget and Financial Documents

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1. Budget developed based on Board Goal Setting Workshop and enrollment and revenue projections. 2. Monitor revenues and expenditures by preparing monthly budget to actual financial reports. 3. Prepare five-year projections. 4. Present quarterly budget review to BOT for approval. 5. Monitor state legislature to anticipate issues that may affect funding.</p> <p>Strategy's Expected Result/Impact: 1a) Develop and adopt fiscally responsible budget to meet Board and instructional goals. 1b) General Fund balance of at least 25% of operating expenditures. 1c) Maintain working long-range budget. 2) Revenues and expenditures are within acceptable ranges. 3a) Maintain working long-range budget. 3b) General fund balance of at least 25% of operating expenditures. 4) Develop and adopt fiscally responsible budget to meet Board and instructional goals. 5) Maintain working long-range budget.</p> <p>Staff Responsible for Monitoring: CFO and Assistant Superintendent of Business and Financial Services.</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished






 Continue/Modify

 Discontinue

Goal 5: Financial and Technology Management: The district shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 2: Business and Financial Services: Maintain underlying bond rating from major bond rating agencies and provide funding for facilities, technology, and program needs by selling bonds.









Evaluation Data Sources: Bond Documents

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1. Structure bond sales in order to meet District needs while minimizing the effect on the I&S tax rate. 2. Provide funding for facilities, technology and program needs by selling bonds in compliance with long-range facilities assessment. 3. Maintain underlying bond rating from major bond rating agencies to maximize resources. 4. Monitor market and bond call dates to maximize refunding opportunities.</p> <p>Strategy's Expected Result/Impact: 1. Zero to minimal impact to I&S rate based on authorization approved by voters. 2. Plan for bond sales according to established timeline/schedule. 3. Moody's Aa1, S&P AA rating. 4. Refunding of bonds, if appropriate.</p> <p>Staff Responsible for Monitoring: CFO and Assistant Superintendent of Business and Financial Services.</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Financial and Technology Management: The district shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 3: Technology Services: Implement Learning Together Everywhere (LTE) 1:1 Program




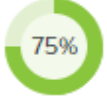
Evaluation Data Sources: LTE 1:1 Program Data






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Build 1:1 Program Infrastructure that continues to provide all CFISD students with an electronic device that will support the connection to high quality district instruction and resources.</p> <p>Strategy's Expected Result/Impact: Work with Curriculum and Technology Services to address staffing and technical support needs for the overall 1:1 program.</p> <p>Staff Responsible for Monitoring: Director of LTE 1:1 Director of Device Management</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide all students with an electronic device and identified students with hotspot internet connectivity.</p> <p>Strategy's Expected Result/Impact: Maintain inventory of all electronic devices</p> <p>Staff Responsible for Monitoring: Director of LTE 1:1 Director of Device Management</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Deployment of a student service request system.</p> <p>Strategy's Expected Result/Impact: Identify and support student needs</p> <p>Staff Responsible for Monitoring: Director of LTE 1:1</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Development of a replacement cycle.</p> <p>Strategy's Expected Result/Impact: Work with Curriculum to develop a replacement cycle</p> <p>Staff Responsible for Monitoring: Director of LTE 1:1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Financial and Technology Management: The district shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 4: Technology Services: Support departments and campuses on both software and hardware integration needs.

Evaluation Data Sources: Technology Data






Strategy 1 Details	Formative Reviews		
Strategy 1: Manage/Deploy Bond 2019 Projects. Strategy's Expected Result/Impact: Identify needs, purchase tools, deploy/update environment, support systems Staff Responsible for Monitoring: Director of Network Infrastructure, Director of Acquisitions, Director of Information Services, Director of Device Management	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Maintain/Upgrade PowerSchool Suite of products. Strategy's Expected Result/Impact: Identify needs, purchase tools, deploy/update environment, support systems Staff Responsible for Monitoring: Director of Information Services, Director of Network Infrastructure	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Complete all regulatory data submissions on time. Strategy's Expected Result/Impact: Follow state mandated submission calendar Staff Responsible for Monitoring: Director of Information Services	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Expand Cybersecurity Awareness Program. Strategy's Expected Result/Impact: Identify needs, purchase tools, deploy/update environment, support systems Staff Responsible for Monitoring: Cybersecurity Specialist and Director of Network Infrastructure	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Maintain Trusted Learning Seal. Strategy's Expected Result/Impact: Information updated monthly to ensure CFISD is providing evidence of practice improvements Staff Responsible for Monitoring: Cybersecurity Specialist	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: Operations Management: The district shall ensure that the facilities adequately support the educational program and other operations.

Performance Objective 1: Support Services -Transportation Services: Provide safe and efficient student transportation services to support the educational environment.






Evaluation Data Sources: Transportation Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Decrease average vacancy rate by 5%.</p> <p>Strategy's Expected Result/Impact: Develop creative solutions for the recruitment of staff, including drivers, attendants, and technicians. Expand job-share opportunities for existing district staff in Transportation Services. Minimize the time spent by fleet maintenance and professional staff on daily bus routes to allow for increased time in assigned job functions to increase response and customer care for students, parents, campuses, and the community.</p> <p>Staff Responsible for Monitoring: Director of Transportation Services Assistant Director of Transportation Services Assistant Director Transportation Human Resources Manager of Training and Compliance Transportation Human Resources Specialist</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: Operations Management: The district shall ensure that the facilities adequately support the educational program and other operations.

Performance Objective 2: Support Services - Nutrition Services: Support the general wellness of all students to support the educational environment.






Evaluation Data Sources: Nutrition Services Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Work with campuses, administration and staff to remove barriers to breakfast participation. Work with Texas Department of Agriculture and campuses to capitalize on additional opportunities to feed at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase reimbursable breakfast participation by 2%.</p> <p>Increase number of supper sites by 2.</p> <p>Staff Responsible for Monitoring: Director of Nutrition Services</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Operations Management: The district shall ensure that the facilities adequately support the educational program and other operations.

Performance Objective 3: Facilities and Construction: Deliver an enhanced education environment supporting high education standards and safety.






Evaluation Data Sources: Facilities and Construction Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: (1) Complete and closeout Phase I 2014/2019 Bond combined scope projects. (2) Complete Phase II of the 2019 Bond projects. (3) Implement new safety and security technology facility enhancements to increase student and staff safety without compromising the 21st century learning environment.</p> <p>Strategy's Expected Result/Impact: (1) Substantial completion of projects within budget and established timelines. (2) Continuous improvement of security at campuses and support buildings.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Facilities & Construction, Directors, Project managers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: Operations Management: The district shall ensure that the facilities adequately support the educational program and other operations.

Performance Objective 4: Facilities and Construction: Provide a safe, clean and comfortable educational environment.






Evaluation Data Sources: Facilities and Construction Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: (1) Provide training on technology to provide maintenance foreman remote access to digitized facilities information. (2) Maintain sanitizing and disinfecting protocols and maintain adequate supplies of sanitizing and disinfecting products, PPE and related equipment. (3) Maintain indoor air quality, following CDC and ASHREA Guidelines, to include increased treated outside air, increased air changes and improved filtration.</p> <p>Strategy's Expected Result/Impact: (1) Improved efficiency and facility support. (2) Maintain a healthy, high-quality learning and teaching environment for students and staff. (3) Reduce student absences due to illness.</p> <p>Staff Responsible for Monitoring: Director of Maintenance, Director of Operations</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Operations Management: The district shall ensure that the facilities adequately support the educational program and other operations.

Performance Objective 5: Facilities and Construction: Provide a comfortable learning environment, while conserving our natural resources.

Evaluation Data Sources: Facilities and Construction Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: (1) Restructure the CEEP program to increase the program's effectiveness in reducing energy usage. (2) Increase energy savings incentives and rebates by 5%.</p> <p>Strategy's Expected Result/Impact: (1) Reduce energy usage, thereby lowering utility costs. (2) Implementation of CEEP program at middle schools. (3) Increase in rebate funds received.</p> <p>Staff Responsible for Monitoring: Director of Maintenance, Energy Manager</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$93,900,000.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

The purpose of the district's State Compensatory Education Program (SCE) is to increase the academic performance of students identified as being at-risk of dropping out of school based on the state's eligibility criteria, educationally disadvantaged status, and the district's board approved local at-risk criteria. The program goal is to reduce any disparity between (1) students who are educationally disadvantaged and students who are not educationally disadvantaged, and (2) students at-risk of dropping out of school as defined by TEC 29.081, and all other students on (a) performance on state assessments, and (b) rates of high school completion (graduation rates). Additionally, the SCE program is intended to support programs eligible under Title I, Part A of the Elementary and Secondary Education Act of 1965. All uses of funds are supplemental to the basic education program for educationally disadvantaged and at-risk students. During the 2021-22 school year, SCE funds were used to support the following district level programs: District Level Instructional

- Supplemental support services for language arts, math, and science is provided by giving campuses specific allotments to provide supplemental on-campus services and funds are used to provide district level supplemental services.
- Summer school reading camp is provided for students who are reading below grade level or did not pass STAAR.
- Summer school Algebra Camp is provided for students who did not pass 8th grade STAAR math.
- Elementary summer school is provided for students who are seeking academic enrichment, are reading below grade level, or who failed one of more STAAR assessments. Middle school and high school summer school is provided for students who failed one or more courses.

District Level Staffing and Benefits • Core Content Area Coaches • Itinerant teachers • SGRI Teachers • Reading Transition Specialists • Reading Specialist NOTE: Campus Improvement Plans reflect SCE funds allocated to the campuses.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 Position	Reading Specialist	1
10 Positions	Core Content Area Coach	1
2 Positions	Itinerant Teacher	1
6 Positions	Reading Transition Specialists	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Account Specialist	Title I	1
Staff	Account Specialist	Title I	1

District Educational Improvement Council

Committee Role	Name	Position
Classroom Teacher	Leneilia Johnson	Teacher
Classroom Teacher	Sabrina Schenk	Teacher
Classroom Teacher	Nakiska Crumedy	Teacher
Classroom Teacher	Rafael Pouso	Teacher
Classroom Teacher	Tambra Goode	Teacher
Classroom Teacher	Demetria Kinney	Teacher
Classroom Teacher	Camille Ramirez	Teacher
Classroom Teacher	Mark Taylor	Teacher
Classroom Teacher	Stacey Ross	Teacher
Classroom Teacher	Jinger Shriver	Teacher
Classroom Teacher	Christine Franks	Teacher
Classroom Teacher	Rosha Austin	Teacher
Classroom Teacher	emily Courcier	Teacher
Classroom Teacher	Lynne Beyrand	Teacher
Classroom Teacher	Erik Stegemann	Teacher
Classroom Teacher	Milton Turner	Teacher
Classroom Teacher	Stacy Morgan	Teacher
Classroom Teacher	Mary Figuero	Teacher
Classroom Teacher	Chris Lingenfelter	Teacher
Classroom Teacher	Michelle Wooten	Teacher
Classroom Teacher	Donna Lord	Teacher
Classroom Teacher	Sommer Basham	Teacher
Classroom Teacher	Stephanie Dossett	Teacher
Classroom Teacher	Cameron Stephen	Teacher
Classroom Teacher	Evelyn Hooten	Teacher
Classroom Teacher	Matt Wells	Teacher
Classroom Teacher	Kelly Crocker	Teacher
Classroom Teacher	Jean Qualtrough	Teacher

Committee Role	Name	Position
Classroom Teacher	Joshua Moser	Teacher
Classroom Teacher	Eliza Dorsey	Teacher
Classroom Teacher	Nikki Self	Teacher
Classroom Teacher	Yvette Lopez	Teacher
Classroom Teacher	Andriana Zarate-Lopez	Teacher
Classroom Teacher	Melinda Hahn	Teacher
Classroom Teacher	Abigail Zimmerman	Teacher
Classroom Teacher	Marcia Omar	Teacher
Classroom Teacher	Amanda Smith	Teacher
Classroom Teacher	Sara Price	Teacher
Classroom Teacher	Eloisa Patterson	Teacher
Classroom Teacher	Brittany Clavette	Teacher
Classroom Teacher	Eylen Lopez	Teacher
Classroom Teacher	Kate Wells	Teacher
Classroom Teacher	Penny Mancure	Teacher
Classroom Teacher	Vanessa Yelenick	Teacher
Classroom Teacher	Amber Smith	Teacher
Classroom Teacher	Allison Seynaeve	Teacher
Classroom Teacher	Katie Ayers	Teacher
Classroom Teacher	Shandrea Johnson	Teacher
Classroom Teacher	Monica Barrionuevo	Teacher
Classroom Teacher	Rachell Ryall	Teacher
Classroom Teacher	Mary Ellis	Teacher
Classroom Teacher	Courtney Bonnett	Teacher
Classroom Teacher	Melissa Mican	Teacher
Classroom Teacher	Wendy Hankins	Teacher
Classroom Teacher	Eboni Bango	Teacher
Classroom Teacher	Molly Edwards	Teacher
Classroom Teacher	Anita Marshall	Teacher
Classroom Teacher	Maricela Barron	Teacher
Classroom Teacher	Angela Porter	Teacher

Committee Role	Name	Position
Classroom Teacher	Karen Comer	Teacher
Classroom Teacher	Laurie Harris	Teacher
Classroom Teacher	Ricardo Martinez	Teacher
Classroom Teacher	Tressia Thompson	Classroom Teacher
Classroom Teacher	Jennifer Amaro	Classroom Teacher
Classroom Teacher	Stephen Bakondy	Classroom Teacher
Classroom Teacher	Eliseo Rodriguez	Classroom Teacher
Classroom Teacher	Allison Wheeler	Classroom Teacher
Classroom Teacher	Carla Douglas	Classroom Teacher
Classroom Teacher	Michelle Coffman	Classroom Teacher
Classroom Teacher	Kathleen O'Connor	Classroom Teacher
Classroom Teacher	Peter Libreros	Classroom Teacher
Classroom Teacher	Shradha Kaura	Classroom Teacher
Classroom Teacher	Jasmine Jackson	Classroom Teacher
Classroom Teacher	Celise Hamann	Classroom Teacher
Classroom Teacher	Candice Gorden	Classroom Teacher
Classroom Teacher	Jennifer Campbell	Classroom Teacher
Classroom Teacher	Jennifer Bygness	Classroom Teacher
Classroom Teacher	Katie Grenwelge	Classroom Teacher
Classroom Teacher	Rebecca Demski	Classroom Teacher
Classroom Teacher	Amoreena Bird	Classroom Teacher
Classroom Teacher	Debbie Williams	Classroom Teacher
Classroom Teacher	Kimberly Wilson	Classroom Teacher
Classroom Teacher	Percy Gilliam	Classroom Teacher
Classroom Teacher	Veronica Thomas	Classroom Teacher
Classroom Teacher	Sharon Quinilty	Classroom Teacher
Classroom Teacher	Melissa Bernstein	Classroom Teacher
Classroom Teacher	Robyn Cantara	Classroom Teacher
Classroom Teacher	Harlie Mudie	Classroom Teacher
Classroom Teacher	Laura Fritz	Classroom Teacher
Classroom Teacher	Tanya Gantiva	Classroom Teacher

Committee Role	Name	Position
Classroom Teacher	Jo Dail Kovanda	Classroom Teacher
Non-Teaching Staff, Parent, Community or Business Representative	Greg Andrews	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Rosha Austin	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Laura Backs	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Louise Bailey	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Derrek Banks	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Ashley Bass	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Jennifer Bialas	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Amber Bish	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Mary Blaschke	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Denise Bridges	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Robb Brotermarkle	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Melissa Cardamone	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Christina Chapa	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Joe Danna	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Kim Elliott	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Tracy Favorite	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Martha Froebel	Non-Teaching Staff, Parent, Community or Business Representative

Committee Role	Name	Position
Non-Teaching Staff, Parent, Community or Business Representative	Shelley Gray	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Edward Hall	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Ted Hill	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Tim Hill	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Kristy Holder	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Stephanie Jurica	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Brian Kratky	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Jane Loucaides	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Rafael Marin	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Karen McConaughy	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Amy McSwain	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Jennifer Moya	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Larry Mullen	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Denise Newman	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Karen Nixon	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Marti Owens	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Mandy Peel	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Angela Pokladnik	Non-Teaching Staff, Parent, Community or Business Representative

Committee Role	Name	Position
Non-Teaching Staff, Parent, Community or Business Representative	Jean Qualtrough	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Yadira Quintanilla	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Brandon Redmerski	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Ruth Ritter	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Carla Saa	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Tera Shelton	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Veronica Sims	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Suzanne Smith	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Alex Soler	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Scott Talley	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Matt Thomas	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Loly Valdez	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Clint Vick	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Jill Wasson	Non-Teaching Staff, Parent, Community or Business Representative
Non-Teaching Staff, Parent, Community or Business Representative	Ron Webb	Non-Teaching Staff, Parent, Community or Business Representative

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Amplify Reading
 - Amira Suite
 - HMH Suite
 - Library Resources
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital collaboration;
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
 - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.

Middle School Content Area Standard Expectations

English Language Arts/Reading (Grade 6)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, embedding grammar instruction that focuses on meaning and effect, small group instruction, and conferring).
- Model reading and writing strategies, techniques, and concepts for students.
- Confer with students regularly about reading and writing, and maintain records of conferences. Records and other data sources should be used to make instructional decisions and form strategy groups.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Foster collaborative and independent opportunities for students to read, write, speak, listen and think in online and face-to-face environments.
- 1:1 Technology in the ELA classroom may include any of the following student actions, provided that the assigned task supports the learning goal to be achieved.
 - Participate in online polls, entry/exit tickets, or submit class questions and responses to demonstrate understanding.
 - Collaborate with peers when reading, researching, viewing, writing, responding or reviewing others' work.
 - Conduct online academic discussions, debates and postings or podcasts.
 - Conduct, gather, and analyze academic research.
 - Create podcasts, websites, videos, and other multi-media publications.
 - Listen to recordings of peers or other videos and make audio responses (i.e. Flipgrid).
 - Read online text and make online notes/annotations.
 - Submit work in Schoology, or via Google Doc. Review and respond to Feedback.

English/Language Arts 7-12

- Use instructional best practices, and predictable routines to create a classroom community that allows students to actively engage in their learning.
- Align instruction and assignments to the TEKS and the unique needs of the students.
- Utilize reading and writing workshop components such as mini-lessons, independent reading and writing, small group instruction, and conferring.
- Model the writing process through prewriting, drafting, revising, and editing alongside students.
- Utilize the invitation process of grammar instruction to encourage approximation and application of grammar skills in student writing.
- Have students read independently and allow choice in their reading selections.
- Provide collaborative opportunities for students to think, write, and respond to their reading.
- Facilitate academic discussions that allow students to practice both listening and speaking skills.
- Design learning experiences that cultivate a student-centered community, balancing online and offline learning tasks.
- 1:1 Technology in the ELA classroom may include any of the following student actions, provided that the assigned task supports the learning goal to be achieved.
 - Participate in online polls, entry/exit tickets, or submit class questions and responses to demonstrate understanding.
 - Collaborate with peers when reading, researching, viewing, writing, responding or reviewing others' work.
 - Conduct online academic discussions, Socratic seminars, debates, and postings or podcasts.
 - Conduct, gather, and analyze academic research.
 - Create podcasts, websites, videos, and other multi-media publications.
 - Listen to recordings of peers or other videos and make audio responses (i.e. Flipgrid).
 - Read online text and make online notes/annotations.
 - Submit work in Schoology, Turnitin, or via Google Doc. Review and respond to Feedback.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.

- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
 - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Science

Collaboratively plan instructional units in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.
- 1:1 Technology in the science classroom should provide opportunities for students to
 - use Chromebook devices to engage in face-to-face and digital collaboration;
 - locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - explore simulations (e.g. Explore Learning Gizmos, PhETs, CK-12, etc.);
 - collect and represent data using probeware and digital tools such as Vernier's Logger Pro, Google Sheets, etc;
 - analyze and interpret data using various digital tools (Logger Pro, Google Apps, etc.);
 - communicate and share conclusions using Google Apps, WeVideo, etc.

Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- “Chunk” lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of facilitation modes to meet diverse students’ needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
 - Engage in collaborative problem-solving activities and discussions
 - Use research tools such as primary and secondary sources for in depth study and relevant applications
 - Analyze visuals (cartoons, maps, images) using critical thinking skills
 - Participate in small group instruction to enhance learning or address areas of concern
 - Access differentiated content for readiness and skill level and/or interests
 - Utilize devices for self-directed learning
 - Demonstrate mastery by using/creating a variety of products

LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face to face and/or digital communication.
 - locate and access information and resources stored in different platforms such as Schoology.
 - receive immediate, individualized feedback.
 - connect to speakers outside of the classroom.
 - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
 - increase opportunities for individuals participating in unrehearsed communication.

High School Content Area Standard Expectations

English Language Arts/Reading (Grade 6)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, and conferring).
- Model reading and writing strategies, techniques, and concepts for students.
- Confer with students regularly about reading and writing, and maintain records of conferences. Records and other data sources should be used to make instructional decisions and form strategy groups.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

English Language Arts/Reading (Grade 7 & 8)

- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.
- Provide organizational structures for students to collect resources, writing pieces, graded work, reading notes by using a portfolio, interactive binder, Reader/Writer notebook, etc.
- Maintain a digital writing portfolio.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

Note: All students should have a Google folder for their English classroom.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.

Science

- Teachers will develop science literate students by collaboratively planning instructional units that support students' development of "science expert" knowledge structures, skills and strategies by
 - spiraling content and skills from prior units of study, courses and/or disciplines;
 - making explicit connections between concepts in different units, courses and/or disciplines;
 - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
 - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop science literate students by creating and providing learning opportunities in each instructional unit that require students to
 - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
 - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
 - create physical and cognitive models and identify the strengths and limitations of those models;
 - communicate results orally or in writing; and
 - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- “Chunk” lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of presentation modes to meet diverse students’ needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of technology for student learning.

LOTE

- Speak the target language more than English in all levels.
- Limit English translation by using visual clues to enhance student comprehension.
- Use activities that move students beyond “word-level” performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations.