

**Cypress-Fairbanks Independent School District**  
**District Improvement Plan**  
**2018-2019 Improvement Plan**



# 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

Areas of need include:

In the 2017-18 state/federal accountability Closing the Gaps Domain, CFISD, missed the targets on the following indicators:

- Academic Achievement Status: Reading (American Indian 43% target), Math (American Indian 45% target)
- Graduation Status (90% target); (American Indian, English Learner Current, Special Education Current)
- School Quality Status: Special Education (Current 27% target and former 43% target)

The Associate Superintendent of Curriculum and Instruction & Accountability, the Assistant Superintendent of Curriculum and Instruction, the Director of Elementary Curriculum, the Director of Middle School Curriculum, and the Director of High School Curriculum met with each district level content coordinator to review their department data, discuss strengths and needs, and review plans for the 2018-19 school year. These district leaders serve as the district intervention team.

The aforementioned meetings were held on the following dates: Elementary ELA: October 10, 2018, Elementary math: TBD, Elementary Science: October 16, 2018, Secondary reading: October 12, 2018, Secondary ELA: TBD, Secondary math: September 24, 2018, Secondary science: October 9, 2018, Secondary social studies: October 12, 2018, Secondary LOTE: October 15, 2018

A data analysis was conducted and revealed the following: Performance of the groups referenced above fell below the federal targets.

Strategies to address the areas of need, along with the Critical Success Factors are denoted in the "Goals" section of the DIP. The strategies will be evaluated three times a year in November 2018, February 2018, and June 2019.

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

- Close the achievement gap between all student groups.
- 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 areas in which student performance dropped from 2017 to 2018.
- 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).

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

### **Student Achievement Strengths**

When data for grades 3-8 are combined (by content area), CFISD students outperformed the state in all tested areas. When End-of-Course data are reviewed, CFISD students outperformed the state in each content area tested.

Once again this year, CFISD is the largest district in the state of Texas with all of our campuses earning the “Met Standard” rating in the state accountability system! The district earned an overall rating of 89.

In total, 221 distinction designations were earned in CFISD.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** All campuses in CFISD did not meet all campus performance objective targets in 2017-18 **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 the following:

### Student Services:

Continue working with campus staff to decrease in-school suspension, out-of-school suspension, and discretionary DAEP placements, in an effort to increase quality first time, face-to-face instruction for all students by:

- Enhancing the work of the district's Restorative Discipline Committee.
- Increasing the number of campuses that are implementing PBIS at Level I and II.
- Providing improved training opportunities for campus-based staff and district administrators in research-based, proactive discipline strategies, and restorative practices.
- Conducting a district-wide root cause analysis related to assignments of students of color to in-school suspension, out-of-school suspension, and DAEP placements.
- Supporting all campuses and departments in a concerted effort to earn the district designation of No Place for Hate® from the Anti-Defamation League.

Support the district effort in closing achievement and behavioral gaps for all students by focusing on researching and providing relevant and proactive district-wide trainings and supports in discipline and attendance areas. Trainings and programs will be offered to:

- Increase accurate PEIMS coding (discipline and attendance) and data input for campus administrators and para support.
- Support campuses with their maintenance and submission of accurate discipline data through continued training on discipline data entry, reporting instances of bullying behaviors, as well as routine review of campus infractions, removals and needed supports.
- Increase campus proficiency with reporting bullying behaviors and providing support for bullies, victims, and bystanders.
- Continue the school safety awareness initiative via Project Safety's monthly anti-drug and anti-bullying lessons.
- Increase the use of Cy-Fair Tipline to establish greater safety and security throughout the CFISD community.
- Decrease the total number of dropouts in both high school and middle school through Project 98/Dropout Recovery efforts.
- Increase the overall district rate of attendance.
- Remove any barriers to enrollment and providing supports for those in foster care and those designated as homeless.
- Implement a more efficient and technology-driven process for student registration.

Proactively identify and provide support for at-risk students, by collaborating with the Curriculum and Information Services Departments to:

- Develop a wraparound service specifically focused on recapturing and providing graduation completion plans for students who have been coded as

dropouts.

- Create a system of routinely pulling and reviewing data that identifies any correlation between discipline data, attendance data, and students' academic performance.

### **Cypress-Fairbanks Police Department:**

- Continue to fill vacant police and dispatch positions within the department that were allotted for school year 2018-19.
- Continue to improve the training of officers above the required state mandated hours of training.
- Increase the square footage of the Police Department, working with the Bond Committee to secure funds to add to the current Police Department.
- Obtain a new records management system to provide more accurate data analysis in the prevention and investigation of criminal offenses occurring at CFISD.
- Obtain a new evidence software tracking system to improve evidence accountability and tracking.

### **District Culture and Climate Strengths**

Strengths include the following:

#### **Student Services:**

- Continued heightened focus on the disparity in numbers of minority students assigned to in-school suspension, out-of-school suspension and disciplinary alternative sites by using restorative discipline practices, positive behavior interventions, and strategic intervention practices
  - The rate at which in-school suspension (ISS) was used as a disciplinary consequence decreased by .38% and the rate at which out-of-school suspensions (OSS) was used as a discipline consequence decreased by .63%.
  - The number of days served in in-school suspension (ISS) decreased by 2.5% (1,127 days).
  - The number of discretionary DAEP actions/placements assigned decreased by 3.7%.
  - An analysis of the total discipline actions revealed that 63% of disciplinary actions received in 2017-2018 were alternative and/or restorative. This was a 22% increase in restorative over punitive consequences for disciplinary infractions.
- Implemented staff development for campus administrators designed to provide a deeper understanding of bullying (physical, emotional, cyber) and techniques to identify, investigate and curtail the behavior.
- Provided research-based behavioral modification staff development that is relevant and proactive to campus staff.
  - 11 district trainers were able to facilitate over 109 professional development courses; 1,860 administrators and 2,495 staff members participated in these opportunities

- Continue to address efforts to reduce the dropout rate for all students in grades 7 through 12. The district’s overall dropout rate for 2016/2017 was .09%.

**Annual Dropout Rate by Federal Race indicator**

White	0.5%
Hispanic	1.0%
African American	1.4%

- Work collaboratively with Guidance and Counseling to provide face-to-face drug awareness counseling to community members and students assigned to the DAEP. Approximately 800 hours of support was provided by a Licensed Chemical Dependency Counselor (LCDC).
- Increased district-wide utilization of Cy-Fair Tipline has helped to establish greater safety and security throughout the community. The number of tips received increased by 79.8%.
- Effectively identified and served more than 2,200 students with support from the Families in Transition (FIT) Department, in the aftermath of Hurricane Harvey.
- Provided strong wraparound services that are critical for students’ academic success. The wraparound services support non-academic factors that may impact academic performance for students that are:
  - Experiencing homelessness.
  - Facing school attendance and mobility challenges.
  - Transitioning from alternative learning environments (DAEP and JJAEP).
  - Assigned to foster care.
  - Seeking transfers to campuses other than their home/assigned campuses.
  - Considering dropping out of school.

**Cypress-Fairbanks Police Department:**

- The Police Department was instrumental in providing educational presentations to students within Cypress-Fairbanks ISD. The Department conducted 290 presentations to 26,570 students during the 2017-18 school year.
- Increased training for officers to improve readiness in the event of an active shooter, mental health awareness, and de-escalation techniques.
- Increased number of officers allotted for 2017-18 reaching full staffing number of 99.
- Provided much needed resources to the Cypress-Fairbanks ISD and the Cypress community during Hurricane Harvey



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Areas of need include the following:

### Human Resources:

- More efficient and technology driven process for family medical and temporary disability leave.
- Position control process for all staff allocations.
- Employee management and compliance training for all district supervisors.
- Targeted support for paraprofessional staffing.
- Additional HR investigator to ensure consistent support to campuses and departments.

### Leadership Development:

- Continue to recruit diverse leaders starting with the Ready, Set, Teach programs in CFISD high schools.
- Continue to share the need with principals to recruit diverse leaders through diverse teacher applicants.
- Continue to share recruitment of leadership diversity with principals to reflect our CFISD student demographics.

## Staff Quality, Recruitment, and Retention Strengths

Strengths include the following:

### Human Resources:

- Business continuity during Hurricane Harvey. The HR department used online technology resources to make sure employees received a pay check during the district's two-week emergency closure due to Hurricane Harvey.
- Onsite fingerprinting for new hires. HR and Support Services partnered to implement onsite fingerprint for new hires. This implementation decreased the fingerprinting process wait time from 10 days to 1 day.
- Crossing the Lines prevention training video. HR and Cinema department produced a high quality training video for all employees to identify boundary expectations that may prevent inappropriate relationships with students.
- Electronic I-9 implementation. HR implemented electronic I-9s for all new hires. This implementation will ensure the necessary federal requirements for an employee's authorization to work.
- Training for hourly supervisors. HR provided a course that trained supervisors on employment laws and practices required to supervisor hourly

employees.

- Reasonable suspicion training for district leaders. All district leaders were trained on reasonable suspicion requirements related to drug and alcohol testing.
- Substitute recognition celebration. Substitutes were recognized by district leaders and the Board of Trustees for their service to the district.
- Student teacher career fair mixer. CFISD student teachers had the opportunity to meet principals prior to the CFISD career fair.

### **Leadership Development:**

- Fifteen principals named in 17-18, 47% diversity. (20% African American, 27% Hispanic)
- Leadership information on the CFISD website is current and comprehensive.
- School Administration team has increased the number of CFISD's Leadership Development presentations at in-state and out-of-state national conventions. The presentation has been accepted at several national conferences indicating the need for the information across the U.S.
- Leadership Institute graduates are promoted to the next level positions. Principals are recommending/grooming great choices for leadership initiatives.
- Assistant Superintendents for School Administration presented leadership growth information at all level AP meetings and at Associate Principals meetings.
- A TEA grant was awarded for principal preparation to CFISD/Staff Development and School Administration. Recruiting diverse leaders was a main emphasis of recruiting future administrators in CFISD.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Areas of need include the following:

### Curriculum and Instruction:

- Create and implement a staff development plan that addresses the decline in writing scores across all grade levels.
- Create a literacy plan in each content area.
- Increase and refine reading staff development.
- Continue to support at-risk primary readers and Algebra I students through summer camp opportunities to eliminate the achievement gap in these areas across all schools.
- Increase teachers' implementation and administrators' monitoring of the ELPS to ensure each student gains one year of growth each school year.
- Continue the blended learning initiative in secondary mathematics to increase engagement, differentiation, student discourse, and use of eight classroom devices.
- Embed rigor, relevance, and engagement in all staff development, coaching, and planning sessions across all content areas.
- Create a systemic process to identify, recruit, and support economically disadvantaged and underrepresented student groups in advanced classes.
- Continue with the New Teacher Academy for elementary and secondary ELAR teachers to provide extra support and build content knowledge in literacy.
- Continue with the Districtwide PLC for elementary ELAR teachers to share expertise and work collaboratively to improve teaching skills and the academic performance of students.
- Create a Summer Literacy Academy for new ELAR teachers to provide an understanding of the importance of effective instruction in literacy.
- Create a Summer Academy for secondary ELAR teachers, *Reconceptualizing the English Classroom: Purpose, Protocols, and Practices*.

### Career and Technical Education (CTE):

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

### Gifted and Talented Education (GT):

- Continue to extend and deepen teachers' pedagogical knowledge and understanding of differentiation as a mean to address gifted students' needs.
- Make GT events accessible to all qualifying students.

### Educational Support Services:

- Ed. Support Staff - More coaching development
- Special Education – More time focused on instruction than behavior
- Psychological Services – Recruiting Assistance to fill allocations
- English Learners – More time to work on linguistic accommodations with teachers

## **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 iXplore to strengthen first-time instruction.
- Provided teachers with TEKS-based materials designed to ensure rigor, relevance, and engagement.
- Provided five 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 launch College Academy at Cypress Lakes High School affording students the opportunity to graduate from high school and earn an Associate’s of Science degree simultaneously.
- Launched a blended learning initiative in secondary mathematics to increase engagement, differentiation, student discourse, and use of eight classroom devices.
- Implemented a New Teacher Academy for elementary and secondary ELAR teachers to provide extra support and build content knowledge.
- Implemented a Districtwide PLC for elementary ELAR teachers to share expertise and work collaboratively to improve teaching skills and academic performance of students.

### **Career and Technical Education (CTE):**

- Provided specific training to teachers to improve their knowledge and understanding of industry certifications, testing requirements, etc.
- Established a Director of Career and Technical Education to provide strong leadership that improves the efficiency and effectiveness of the department’s efforts.

### **Gifted and Talented Education (GT):**

- Provided opportunities for students to enrich and extend their experiences (Da Vinci Day, Destination Imagination, HORIZONS Showcase, etc.).
- Provided GT parent support and informational sessions offered during the HORIZONS Parent Advisory Council meetings.

### **Educational Support Services:**

- Highly qualified individual committed to providing students support in the areas of special education, psychological, ESL and bilingual services
- High level of expertise among staff
- Ability to problem solve
- Creative instructional strategist
- Developing as strong coaches

# Parent and Community Engagement

## Parent and Community Engagement Summary

Areas of need include the following:

### Communication

- Comprehensive communication plan
- Restructuring and cross-training of positions to increase coverage of events
- Strategic marketing in charter-targeted communities

### Community Programs

- Continued staff development for Club Rewind and ELC staff
- Evaluation of new curriculum implementation
- Improvement in quality of before and after school programs and ELCs
- Improvement in purchasing, inventory and delivery practices

### Cinema

- Review of audio/video configuration in the boardroom to optimize system performance
- Creation of processes and procedures for AVP Practicum students and Cinema projects to engage with business partners
- Evaluation and recommendations for management of CFTV16 programming

### Community Engagement

- Additional support for campus volunteer liaisons
- Improved communication with PTOs
- New business partner relationships

### 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**

- Rise in social media followers
- Broadened emphasis on visual engagement including video, gifs, photography
- Improved access for campuses to essential resources (marketing, SchoolMessenger, etc.)

### **Cinema**

- Additional course (DAT2) for AVP, updated curriculum, preliminary Dual Credit approval
- New types of educational programming including Crossing the Lines for staff development, Safety and Security Video series
- Workflow improved for editing in addition to redesigned Teacher of the Year

### **Community Programs**

- Strong assistant directors to lead each area of Community Programs
- Positive feedback from campus staff and parents regarding both Club Rewind and ELC program changes
- New registration system allows for automated processes and financial tracking

### **Community Engagement**

- Efficient/cross-trained team with established procedures
- Established business partner relationships
- Management of large scale events such as Berry Center POD and Superintendent's Fun Run

### **Title I Parent and Family Engagement:**

- Numbers of parent participants in Parent Advisory Council has increased by approximately 25%
- Increased number of District PAC meetings with consistent attendance and positive capacity building
- Quality of feedback from parents has become increasingly more constructive and useful
- Multiple trainings to campus staff members have been initiated and suggestions have been implemented at the campus level

# 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

- Develop and initiate effective recruiting and retention campaign to maximize hiring and retention of qualified and exemplary staff
- Establish marketing campaign for transportation to promote department and staff to district and community.

#### Nutrition Services

- Salary review for ancillary workers
- Renovation of aging facilities

#### Purchasing Services

- Additional position allocation for Contract Manager
- Increase in training budget to allow more staff training opportunities
- Review of CFISD policies and procedures regarding asset management

### **Facilities and Construction:**

- Continue the successful completion of the 2014 Bond Program.
- Salary review for Maintenance Department technicians.



- Increased staffing in the Facilities Planning area.
- Additional Operation's staff to better align the staff to square footage ratio.
- White fleet replacement for the Maintenance and Operations Departments.
- Convert Facilities Planning and Construction documents to digital format.
- Identify 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, with a stable outlook.
- District's operating fund balance exceeds 50% 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 \$1.1 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).
- CFISD only district in the state to rank among top 3 by ERG as most effective and efficient district in Texas for each of the last 6 years.
- Remarketed 2015B-1, 2015B-2 and 2017A-1 variable rate bonds at a rate of 2.125%.
- Sold \$184.73 million Series 2017A1-3 bonds at a rate of 2.0%, 2.5% and 3.0%.
- One of only 3 districts to earn a five-star rating from Texas Smart Schools for all eight years of the program.

### **Support Services:**

#### Transportation Services

- Increased on-time performance from previous school year
- Increased average daily ridership
- Decreased collisions per 100,000 miles traveled

#### Nutrition Services

- Strong participation for breakfast and lunch

- Successful pilot for after-school meal program

#### Purchasing Services

- Decrease of obsolete stock items held in warehouse from previous school year
- Streamline contract numbering system
- Increased number of vendors available on punch-out in e-Finance from previous school year

#### **Facilities and Construction:**

- Implementation of Phase IV and Phase V of the 2014 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.
- Significant progress in the implementation of School Dude FSA, ALC SSI & Unify Integration programs district-wide.
- Implementation of the Campus Energy Education Program (CEEP) at elementary campuses.
- Improved Operations Department protocols to strengthen standard and emergency protocols.
- Significant progress in the update of Educational Specifications; elementary, middle and high school.

# Technology

## Technology Summary

Areas of need include the following:

- Though significant progress was made in the 2014 Bond Technology Infrastructure bond goal 3.1, upgrade district network fiber and cabling at all schools and facilities, the project is over budget by 34%. The fiber network and data cabling needs in the schools and facilities are far greater than estimated in 2013. It is anticipated that through e-rate funding reimbursements and cost savings from other 2014 Bond Technology Infrastructure projects, all fiber and cabling needs will be met.
- In the 2014 Bond Technology Infrastructure bond goal 3.2, upgrade electrical power and air conditioning in the campus and facility network distribution closets, some of the older secondary schools and elementary schools and facilities need funding allocations for power and air conditioning upgrades. In some campuses and facilities, there is a need to place all master network distribution closets on emergency power. Technology Services is working with Facilities and Construction to find innovative ways to power and cool network distribution closets as well as using existing renovation budgets.
- Technology continues to advance. To support the new technologies, staff needs additional training to meet the new and changing needs of the customer and new technology systems.
- Need to continue to train, fund and find solutions to combat an effective Cybersecurity awareness and risk mitigation program.
- Need to find increased areas for efficiency in the technology asset inventory processes to assure 100% accountability of equipment.
- Provide more training for E-Rate tracking and support, improved reporting for unaccounted assets.
- Provide additional staff members to support the increasing demands of the PEIMS regulatory compliance deadlines.
- Provide additional staff members to support student information systems needs to support increasing online initiative such as eTextbooks and other demanding needs.
- Replace current Internet content filter with a web security solution to better protect District resources and the 21st century mobile student.
- Need to update the technology plan as we plan for a May 2019 Bond.
- Need to pause and assess the value of investment for infrastructure technology and instructional technology upgrades.
- Need to implement innovative strategies for providing 24x7x365 network connectivity and internet access for all students, anywhere and anytime.

## Technology Strengths

Strengths include the following:

- The implementation of the 2014 Bond Technology Infrastructure bond goal 1, install high-speed wireless access infrastructure at all schools and facilities is now stable! Wireless infrastructure includes enterprise level, state-of-the-art, secured wireless access infrastructure of approximately 10,000 wireless access points, providing up to three wireless device connections, secured Bring Your Own Technology (BYOT) program, secured

visitor access and outdoor wireless coverage at all schools. The project is monitored closely. When dead-spots or needs are recognized, the team is upgrading the network to perfection.

- Completed the 2014 Bond Technology Infrastructure bond goal 2, install network electronics infrastructure at all schools and facilities. This infrastructure includes approximately 2000 high-speed network electronic switches that provides secured, high-performance communications, connectivity of all devices in schools, service centers, network hubs and data centers as well as connectivity to the district's high-speed wide area network fiber and connectivity to external resources and the Internet.
- Significant progress was made in the 2014 Bond Technology Infrastructure bond goal 3.1, upgrade district network fiber and cabling at all schools and facilities. Over 6000 high-speed cabling drops were installed to expand the wireless coverage and network access capabilities. The fiber network was expansion of an 800% increase of speed (bandwidth) with multiple paths to the Internet reducing single points of failure has stabilized the network.
- Significant progress was made in the 2014 Bond Technology Infrastructure bond goal 3.2, upgrade electrical power and air conditioning in the campus and facility network distribution closets.
- Significant progress was made in the 2014 Bond Technology Infrastructure bond goal 4, upgrade the data center and infrastructure, to improve server availability, business continuity and disaster recovery and system sustainability. All mission critical systems including student and financial business systems are not located at our Data Center 4 colocation facility which is equivalent to a military grade facility.
- With the completed implementation of the 2014 Bond Technology Infrastructure bond goal 5.1, replace the telephone system with Voice over Internet Protocol (VoIP) communications, the team is enhancing the unified communications systems capabilities.
- Completed the 2014 Bond Technology Infrastructure bond goal 5.2, replace administrative staff technology on a 5-year rotation schedule. In 2014, 2015, 2016, 2017, and 2018 - one-hundred percent of administrative technology devices are updated replaced. With another year remaining on the rotation schedule, the project expenditure has adequate funding to keep all equipment up to date.
- Completed the 2014 Bond Technology Infrastructure bond goal 5.2, install a desktop enterprise management system. The new system, Ivanti LANDesk, is providing more efficiencies in software application controls and enabling tighter controls over software license compliance.
- Completed the 2014 Bond Technology Infrastructure bond goal 5.3, replace all district networked printers. With one year remaining on the rotation schedule, the project expenditure is adequate to complete the remainder of the replacement cycle and address any future needs.
- Completed the 2014 Bond Technology Infrastructure bond goal 6, install technology infrastructure in new schools at Moore elementary. Also installed infrastructure in the renovation schools including Cypress Falls high school, Cypress Springs high school, Langham Creek high school, Cook middle school, Thornton middle school, and Truitt middle school, as well as Hancock, Hamilton, Ault, Reed, Metcalf and Owens elementary schools. The new construction and renovations were completed on time.
- Facilitated a team of consultants to work with the district to set forth E-rate funding reimbursement opportunities with technology infrastructure designs, requests for proposals, and USAC E-rate applications resulting in the application award of \$10 million dollars from 2015-2016 funding reimbursements for wireless and network electronics.
- A sustainable workforce is being put into place that can serve the district's technology needs by implementing cross training with staff where there are single points of failure and building succession plans within each team. Each team's workforce has the capability and capacity to provide services assigned to their team, succession plans are being initiated and/or maintained, each team is working towards building workforce cross training plans resulting in no single points of failure, and staff is developing professional training plans for staff responsible for implementing and sustaining technology.
- The leadership team has laid the foundation for building systematic processes in all key service areas with structured activities that will result in providing consistent, reliable services to our staff and students. Key processes are being documented in each team's area. Key Performance Indicators are being defined by each team. Key Performance Indicators are being used to evaluate and improve each team's key processes and performance.
- A strategic framework is in place for managing the 2014 Bond Technology Infrastructure projects that will result in designing the architecture that will

fulfill the needs of the Long Range Planning Committee's recommendations through the year 2020, within the Bond budget. Project management teams are in place to plan, monitor, and track progress for each 2014 Bond Technology Infrastructure project. Weekly project review to address schedule completions and budget allocations.

- A formal Performance Excellence program is in place where capabilities of staff now includes the ability to build a world-class quality K-12 technology service system including achieving level 3 in the process and results categories based on the criteria defined by the National Institute for Standards and Technology ([www.nist.gov](http://www.nist.gov)) Baldrige for Education.
- Technology Services staff is building organizational capacity using the department's defined core values as guiding principles for how staff provides service to the district.
- The leadership team has developed cross training plans with staff to eliminate single points of failure.
- A new highly qualified Security Specialist staff member is now on the team and efficiently working to build up the Cyber Security Awareness Program. The Security Specialist is learning the district and identifying the needs of the district.
- The district submitted a Trusted Learning Environment application for a seal of approval. The team updated all practices and policies and is reapplying for the award.
- Strong Disaster Recovery (DR) implementations through PowerSchool Disaster Recovery (DR) Cloud, Local Data Backup Processes, and Virtual Management (VM) Environment DR Services have been implemented.
- Additional Network Infrastructure and Communications (NIC) staff has been provided in key areas. Team structures have been refined to strengthen cross training, succession plans, and altered work schedules to provide greater coverage during a 24-hour workday.
- Network Infrastructure and Communications (NIC) staff pursued personal development and industry level certifications in VMWare, the new technologies needed to support the new Virtualization Management environment.
- A unique, committed, strategic partnership with vendors and service providers that support the Technology Service areas including Dell EMC, VMware, and Microsoft Premiere Support as well as partners Layer 3, Presidio, ESC12.net and Education Partners Solution. These strategic partners are working with CFISD's best interest in mind as they understand the technologies that we are implementing is transformational.
- Outstanding executive level and District management support is in place with sufficient budget and 2014 Bond funding to purchase and maintain state-of-the-art technology infrastructure.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Discipline records

## Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

## Parent/Community Data

- Parent Involvement Rate

### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# 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 Source(s) 1:** STAAR data and state accountability reports




**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement the monitor schools process.	2.4, 2.5, 2.6	Assistant Superintendent of School Improvement and Transformation	All campuses earn an overall rating of 80 points or higher.			
2) Train principals and assistant principals on the state accountability system and how all performance levels are included in the calculations.  Work with campuses to increase the rigor of instruction so that all students will perform at the highest levels.	2.4	All coordinators in STAAR tested areas (ELA, math, science, and social studies) All campus principals	Increase the number of students earning Meets or Masters on all state assessments.			
3) SPECIAL EDUCATION: Continue to monitor and discuss with coordinators observed instruction in Resource and ICS classrooms during regularly scheduled Instructional Focus Meetings (IFMs).		Director of Special Education	Higher student performance on STAAR and student grades in general			



4) SPECIAL EDUCATION: Improve student outcomes by continuing to develop teachers knowledge of Standards Based IEPs and their appropriate implementation. Monitor the use of accommodations and modifications for student instructional settings for accurate and appropriate implementation.		Director of Special Education	Well-developed IEP and appropriate accommodations and/or modifications improve individual student performance in class and on all performance measures			
5) PSYCHOLOGICAL SERVICES: Provide behavior support to campuses for students with disabilities and their families throughout the year.		Director of Psychological Services	Better classroom management techniques for all students especially those with disabilities who also have behavior challenges.			
6) PSYCHOLOGICAL SERVICES: Consult with other departments and campuses to help provide a safe, social and emotional environment for all students receiving special education services in all content areas.		Director of Psychological Services	Add to the strategies already in place for safe and secure school environment			

 = Accomplished
  = No Progress
  = 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 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 Source(s) 2:** STAAR data

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>1) READING/ELA: Train on targeted reading instruction that allows teachers to respond to students immediate needs day to day.</p> <p>Train on reading data review and its use in structuring reteach opportunities for struggling students.</p> <p>Provide Literacy Academy for new ELAR teachers.</p>	2.4, 2.6	Elementary ELAR coordinator	Increase districtwide scores by 1% or higher.			
<p>2) READING/ELA: For each grade level, provide more detailed recommended readings for English Language Learners and students receiving special education services for grades 7-12; host share sessions for secondary teachers who serve students receiving EL or SPED services (share instructional strategies and suggested lessons).</p> <p>Provide scaffold lessons with appropriate accommodations for special education teachers; provide lessons with appropriate accommodations and strategies for EL learners.</p>	2.4, 2.6	Secondary ELA Coordinator Secondary ESL Coordinator	Increase districtwide scores by 1% or higher.			

<p>3) READING/ELA: Refine planning for instruction to focus on the process of reading rather than the product.</p> <p>Analyze samples of student reading work at the campus to inform first-time instruction.</p> <p>Embed EL, special education, and GT tips, strategies, and differentiated opportunities in ongoing digital and face-to-face professional development.</p>	2.4, 2.6	Secondary Reading Coordinator	Increase districtwide scores by 1% or higher.			
<p>4) READING/ELA: Provide Reading Academy and Writing Academy for new secondary English/language arts teachers.</p> <p>Work with Harris County Department of Education consultant to evaluate the complete writing process in secondary schools. (Research-based 6 Traits of Writing Model)</p>	2.4, 2.6	Secondary ELA Coordinator	Increase districtwide scores by 1% or higher.			
<p>5) WRITING: Review student writing samples at each campus to determine patterns and identify where students are and how to move them forward.</p> <p>Train and model how to provide actionable and differentiated feedback through individual and small group writing conferences.</p> <p>Provide training and resources that address commonly tested grammar and revision concepts on STAAR/EOC for teachers to embed in instruction throughout the year.</p> <p>Train and model small group instruction strategies using 8 student devices and bring your own technology in a blended learning approach to support the writing process.</p>	2.4, 2.6	Secondary ELA Coordinator	Increase districtwide scores by 1% or higher.			

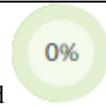
<p>6) WRITING: Writing Symposium training for 4th grade teachers. The training deepens the teachers understanding of the writing process, providing new and differentiated strategies, and establishing practices that strengthen students writing.</p> <p>Provide elementary writing scoring training for all new 4th grade teachers.</p> <p>Provide training on revising and editing strategies.</p> <p>Provide secondary writing scoring training for all new 7th grade ELA and English I and II teachers.</p> <p>Facilitate Secondary ELA New Teacher Academy, a four-part Saturday series designed to provide additional content and instructional training for teachers who have less than four years experience.</p> <p>Conduct action research by collaborating with and gathering input from writing teachers who had success with economically disadvantage students. Teachers discussed and identified best practices used resulting in success for these students.</p> <p>Facilitate after school strategy rotations highlighting best practices identified in action research with successful teachers.</p>	2.4, 2.6	Elementary and Secondary ELAR Coordinators	Increase districtwide scores by 1% or higher.			
<p>7) MATH: Implement professional development focusing on the math TEKS (grades K-12).</p>	2.4, 2.6	Elementary and Secondary Math Coordinators	Increase districtwide scores by 1% or higher.			
<p>8) MATH: Include EL 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>	2.4, 2.6	Elementary and Secondary Math Coordinators	Increase districtwide scores by 1% or higher.			
<p>9) MATH: Provide blended learning training to support the implementation of 8 student computers and bring your own technology in math classroom.</p>	2.4, 2.6	Elementary and Secondary Math Coordinators	Increase districtwide scores by 1% or higher.			
<p>10) SCIENCE: Implement professional development focusing on the science TEKS (grades K-12).</p>	2.4, 2.6	Elementary and Secondary Science Coordinators	Increase districtwide scores by 1% or higher.			

11) SCIENCE: Include EL strategies (specifically emphasizing them), change teacher notes to identify more vocabulary, and added misconceptions that students may have on essential question. Follow up with teacher training.	2.4, 2.6	Elementary and Secondary Science Coordinators	Increase districtwide scores by 1% or higher.			
12) SOCIAL STUDIES: Provide professional development focusing on effective reading strategies and literacy-based instruction.  Provide professional development focusing on a variety of instructional strategies for EL learners; model vocabulary enrichment strategies in workshops; and use DPM/district data to determine curriculum needs such as instructional resources.	2.4, 2.6	Secondary Social Studies Coordinator	Increase districtwide scores by 1% or higher.			
13) 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, Da Vinci Day, and campus showcases.	2.4, 2.6	Participation of GT students in these programs and events	Improve programming and opportunity for GT students.			
14) 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 and FITNESSGRAM. In grades 6-8 students will participate in SPARK, Healthy and Wise, and FITNESSGRAM. In high school, students will participate in FITNESSGRAM.		Elementary and Secondary Health/PE Coordinators Director of Health Services	Campus participation in CATCH, Healthy and Wise, SPARK, and FITNESSGRAM			
15) SPECIAL EDUCATION: Continue to provide in-service to help all teachers better understand the function of Specialized Instruction as well as support for English Language Learners through google classroom online classes.		Director of Special Education	A better understanding of specialized instruction and the flow from assessment to goals and outcomes for students with disabilities			
16) SPECIAL EDUCATION: Continue to support teachers with coaching and collaboration that will develop teachers as experts for English Language Learners and students with disabilities.		Director of Special Education	The process of coaching is an evolution that we continue to strive for. The better we coach, the better we teach, the better students learn.			
17) SPECIAL EDUCATION: Set target goals to increase the passing rates for students with disabilities on STAAR for each campus.		Director of Special Education	Target goals will better help focus our efforts on core content.			
18) SPECIAL EDUCATION: Continue to offer a variety of staff development to general and special education teachers on the use of best practices to provide the identified services in a student's IEP for both academics and behaviors.		Director of Special Education	On-going staff development to focus on areas of need and concern to better help teachers provide access to the general education curriculum to students with disabilities.			

<p>19) ENGLISH LEARNERS: The Curriculum and Instruction Department, along with the office of English Language Learners will (1) provide teacher training on the implementation of ELPS (2) provide campuses with ELL coaching/planning support for bilingual/ESL teachers.</p>		<p>Director of department of English Learners</p>	<p>Teachers will use linguistic accommodations to increase the number of students reaching meets and masters on STAAR and Advanced High on TELPAS</p>			
<p style="text-align: center;"><b>Equity Plan Strategy</b></p> <p>20) District Equity Plan: The district will form a committee to complete the required Texas Education Agency process regarding identifying and addressing any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.</p> <p>The district will provide a professional development symposium twice a year for the 20 campuses with the highest number of economically disadvantaged students to facilitate teacher growth in meeting the needs of all students.</p>		<p>Associate Superintendent of Curriculum and Instruction &amp; Accountability</p> <p>Assistant Superintendent of School Improvement and Accountability</p>	<p>Closing the equity gap between campuses.</p>			
<p>21) Transition Services: The district will support pre-kindergarten students in their transition to kindergarten by alignment of the pre-kindergarten curriculum with the kindergarten curriculum.</p> <p>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 (currently in pilot).</p> <p>The district will support students transitioning from 8th grade to 9th grade through curricular alignment and with Algebra camp.</p> <p>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 implementation the College Academy.</p>		<p>Assistant Superintendent of Curriculum &amp; Instruction</p>	<p>Successful transition into PK based on PK assessments.</p> <p>1% increase in STAAR scores in all grade levels.</p> <p>Increase in number of students participating in the College Academy.</p>			
<p>22) The district will identify students who may be at risk for academic failure based on state and district assessments as well as the PEIMS criteria for at-risk.</p>		<p>Campus Principals</p>	<p>All at-risk students are identified and provided the necessary intervention to ensure academic success.</p>			
<p>23) Dyslexia Services: The district will implement it's plan for identifying, data collection, evaluating, and developing/implementing a plan for student support.</p>		<p>Assistant Director of Curriculum and Instruction</p>	<p>Students with the need for dyslexia services will be identified and provided the needed services.</p>			



= Accomplished



= No Progress



= 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:** Increase graduation rate in all student groups.

**Evaluation Data Source(s) 3:** Graduation rate records

**Summative Evaluation 3:**


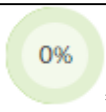

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) COLLEGE & CAREER READINESS: Promote college and career readiness by administering Aspire 10 to all 10th graders and ACT to all 11th graders.		Director of Advanced Academics College and Career Specialists	Increase the number of underrepresented populations in upper-level courses by 2%.			
2) COLLEGE AND CAREER READINESS: Expand College Academy to a second cohort at Cypress Lakes High School, and Cypress Park, Cypress Woods, Cypress Ridge, and Langham Creek.		Director of Advanced Academics College Academy Coordinator	100% of students who complete the 4-year College Academy program will earn an Associates degree in 4 years upon graduation from high school.			
3) GRADUATION RATE: Support credit deficient students and those who need to pass the state assessments to meet graduation requirements.		Director of High School Curriculum & Instruction Personalized Learning Recovery Specialist	Increase graduation rates by .1 to 1%			



<p>4) CAREER AND TECHNICAL EDUCATION: Provide pregnancy related services (PRS) to eligible students to reduce absences and increase high school completion.</p> <p>(1) Complete "intake" process within 48 hours of notification of pregnancy.</p> <p>(2) Begin on-campus services such as counseling and teen parenting classes, involving special education staff as applicable.</p> <p>(3) Coordinate with student's teachers to prepare materials for home bound instruction, including access to textbooks and/or alternatives for courses difficult to duplicate in a home environment.</p> <p>(4) Notify CEHI staff of actual delivery date or if CEHI is needed before then due to prenatal issues.</p> <p>(5) Complete instruction in courses during home bound period and report attendance and grades to campus staff.</p> <p>(6) Ensure PEIMS coding accurately reflects the period of PRS.</p>		<p>Director of Career and Technical Education CTE Counselors</p>	<p>Increase services provided and the timeliness of services.</p>			
<p>5) SPECIAL EDUCATION: Monitor and evaluate learning outcomes for students who receive special education services in the core content areas each six weeks to ensure students are meeting six/nine weeks passing standards.</p>		<p>Director of Special Education</p>	<p>Focused monitoring on the core content areas will increase the passing rate in these classes.</p>			
<p>6) SPECIAL EDUCATION: Implement the option for grade recovery for students receiving special education services at the high school level each six weeks.</p>		<p>Director of Special Education</p>	<p>Reduce the number of failures per grading period will reduce the number of failures for the semester and or the year, this should also lead to better graduation rates.</p>			
<p>7) ENGLISH LEARNERS: Graduation Rate - Utilize the guidance document to make informed decisions for ELL students. A district-wide committee will review the four-year plans for recent immigrants served in the New Arrival Center (NAC) program, and the campus-level committee will review the four-year plans for all other ELL students.</p>		<p>Director of Department of English Learners</p>	<p>Increase the number of English Learners who graduate by .1 to 1%.</p>			
<p>8) Student Services: A. Implementation of a Dropout Recovery Program/Plan at each campus.</p>		<p>Director of Student Services/Admissions Attendance Officers</p>	<p>Maintain a district dropout rate below 1%.</p> <p>Increase data entries and strategies used for recovering dropouts within the Dropout Tracking System and eSchool.</p>			
<p>9) Student Services: Support for homeless students through itinerant counselors, Mission of Yahweh, T.A.P. Camp and summer school scholarships.</p>		<p>Director of Student Services/Admissions Homeless Liaison</p>	<p>Time and Effort Logs for Itinerant Counselors.</p> <p>Academic success of students being served under the McKinney-Vento Act.</p> <p>Enrollment and attendance of homeless students in summer school offerings.</p>			

10) Student Services: Identify and support foster care students.		Director of Student Services/Admissions	Foster care students attending school, receiving meal services and/or transportation, as needed.			
<p>11) 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:</p> <p>- 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"> <li>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.</li> <li>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.</li> <li>3. Update, revise, and offer the PACE course (Personal, Academic, and Career Exploration) to all ninth graders as a HS transition course.</li> </ol> <p>Sources of information on higher education admissions and financial aid: Strategies Include: Facilitate College Application Kick Off, Financial Aid Night, College 101, and College Special Interest Night ensuring students have information regarding college admission and financial aid.</p>		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>Increase graduation rates by .1 to 1%.</p> <p>Four year plans completed for all 8th grade students.</p> <p>Equip all 9th grade students with information to ensure success in high school and choices beyond.</p>			

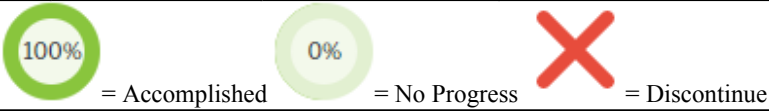
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  = Discontinue

**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 the number of industry certifications earned.

**Evaluation Data Source(s) 4:** CTE certificate data

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) CAREER AND TECHNICAL EDUCATION (CTE): Work with CTE teachers and counselors to ensure students are prepared for taking certificate tests which will lead to students earning certificates. Ensure reporting of earned certificates is accurate.		Director of Career and Technical Education CTE Coordinators and Counselors	Increase the number of industry certifications earned by 2%. Increase the accuracy in reporting earned certifications.			
2) CAREER AND TECHNICAL EDUCATION (CTE): Provide training for teachers of CTE courses prepping students to take and pass industry certification exams. 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 certification objectives are built into the curriculum.		Director of Career and Technical Education CTE Coordinators	Increase in the number of industry certifications earned by 2%.			
						

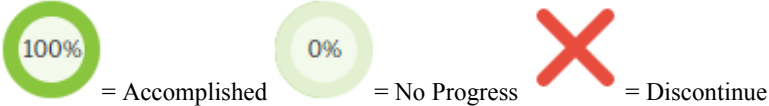
**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 5:** Increase the number of students enrolled in and earning credit in advanced courses in the economically disadvantaged student group.

**Evaluation Data Source(s) 5:** Course enrollment data

**Summative Evaluation 5:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Convene a Diversity Action Team to research and study best practices associated with increasing access and support for underrepresented student groups in advanced placement and dual credit courses.		Director of Advanced Academics Director of High School Curriculum & Instruction Principals in all Secondary Schools	Increase the number of underrepresented students who take advanced and dual credit course by 2%.			
2) Create a systemic process for Aspire 10 and ACT data review used to guide and direct student placement into CTE, dual credit, advanced placement, and K-level courses. Increase the number of underrepresented student groups (African American, Hispanic, and economically disadvantaged) in dual credit, advanced placement, and K-level courses.		Director of Advanced Academics College and Career Specialists	Increase the number of underrepresented populations in upper-level courses by 2%.			
						

**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:** Use federal and state funds appropriately to support the academic learning of students.




**Evaluation Data Source(s) 6:** STAAR, program evaluations

**Summative Evaluation 6:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Ensure that all students attending campuses with high percentages of children from low-income families meet challenging state academic standards. (Title I)	2.4, 2.5, 2.6, 3.1, 3.2	Director of Federal Programs and Grants	Increase STAAR scores by 1% on all campuses receiving Title I funds.			
	Funding Sources: 211 - Title I - 3294233.00					
2) Provide staff development to elementary and secondary teachers and principals focused on content area curriculum to improve student achievement. (Title II)	2.4, 2.5, 2.6	Assistant Superintendent of Curriculum and Instruction	Increase the knowledge of teachers and principals in the content area curriculum.			
	Funding Sources: Title II - 2507658.00					
3) Support language acquisition and academic content for English Language Learners. (Title III LEP)	2.4, 2.5, 2.6	Director of Curriculum and Instruction for Special Populations	Increase numbers of students making at least one year of growth on the Texas English Language Proficiency Assessment System (TELPAS) by 1%.			
	Funding Sources: Title III LEP - 1557275.00					
4) Support language acquisition and academic content for immigrant students. (Title III Immigrant)	2.4, 2.5, 2.6	Director of Curriculum and Instruction for Special Populations	Increase numbers of students making at least one year of growth on the Texas English Language Proficiency Assessment System (TELPAS) by 1%.			
	Funding Sources: Title III Immigrant - 576627.00					
5) Provide students with a well rounded education, support safe and healthy students, and support the effective use of technology. (Title IV)	2.5	Director of Federal Programs and Grants	Increase student engagement in programs funded through Title IV by 1%, fund positions for the district's mental health team.			
	Funding Sources: Title IV - 1224832.00					
6) 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)		Director of Career and Technical Education	Increase number of industry certificates earned by 2%.			
	Funding Sources: CTE: Carl Perkins Grant - 880701.00					

7) Provide supplemental support for high costs needs of students with disabilities. (Individuals with Disabilities Education Act)	Director of Special Education	Students are given a free appropriate public education (FAPE).			
	Funding Sources: SPED: IDEA B - 17056007.00, SPED: IDEA B Preschool - 253969.00, SPED: State Deaf - 1320558.00, SPED: IDEA B Discretionary Deaf - 194109.00, SPED: IDEA C Early Childhood Intervention Deaf - 4851.00				
8) Provide support for students in a special education program. (Special Allotment: Special Education)	Director of Special Education	Students receiving special education services meet their individualized IEP academic goals.			
	Funding Sources: Special Allotment: Special Education - 0.00				
9) Offer additional accelerated instruction to each student who meets one or more statutory or locally-defined eligibility criteria in order to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students. (Special Allotment: Compensatory Education)	Curriculum and Instruction Staff, Alternative Learning Center Administration	Increase STAAR performance of students at-risk of not graduating by 1% and their graduation rates by .1 to 1%.			
	Funding Sources: Special Allotment: Compensatory Education - 51582000.00				
10) Enable English Language Learners/Limited English Proficiency students to become competent in listening, speaking, reading and writing the English language. (Special Allotment: Bilingual Education)	Director of Curriculum and Instruction for Special Populations	At least one year's progress on TELPAS.			
	Funding Sources: Special Allotment: Bilingual Education - 0.00				
11) Provide career and technical education programs. (Special Allotment: Career and Technology Education)	Director of Career and Technology	Increase in number of students earning industry certificates by 2%.			
	Funding Sources: Special Allotment: Career and Technology Eudcatio - 0.00				
12) Provide programs for gifted and talented students. (Special Allotment: Gifted and Talented)	Director of Advanced Academics	Necessary programs provided for students who are identified as gifted and talented.			
	Funding Sources: Special Allotment: Gifted and Talented Student - 0.00				
13) Prepare underachieving students to enter institutions of higher education; encourage students to pursue advanced academic opportunities; provide opportunities for students to take academically rigorous courses; align secondary and postsecondary curriculum and expectations; and support other promising high school completion and success initiatives in Grades 6-12 approved by the commissioner of education(Special Allotment: High School)	Assistant Superintendent of Curriculum and Instruction	Increase the graduation rate by .1 to 1%.			
	Funding Sources: Special Allotment: High School - 0.00				
14) Build strong campus leaders through principal residencies; identify strong principal candidates from current staff; partner with effective principal preparation program training focused on best practices, including a focus in instructional leadership; and offer those candidates authentic campus-based leadership experiences throughout their residency year. (TEA Principal Preparation Grant)	Director of Staff Development	Prepare principal candidates in conjunction with the University of Houston.			
	Funding Sources: Principal Preparation Grant - 128208.00				




<p>15) Obtain short-term and long-term educational related services through federal reimbursements or grants to help recover from a traumatic event, specifically Hurricane Harvey, in which the learning environment was disrupted for a significant length of time. (TEA SERV Grant, TEA ReStart Grant, TEA EIA Grant)</p>		<p>Director of Federal Programs and Grants</p>	<p>Support students impacted by Hurricane Harvey.</p>			
<p>Funding Sources: ReStart Harvey Grant - 6577666.00, SERV Harvey Grant - 130817.00, EIA Harvey Grant - 7574852.00</p>						
<p>16) Based on AID (LEGAL) the district provides the following assurances in the District Improvement Plan:  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>		<p>Director of Federal Programs and Grants</p>	<p>All federal requirements are met</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </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 the classroom.

**Evaluation Data Source(s) 1:** Discipline and Attendance data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Continue to support staff to decrease the number of students assigned to ISS, OSS, and discretionary DAEP by researching, developing processes, and training campus staff to better utilize restorative discipline practices, positive behavior interventions and strategic intervention practices.		Assistant Superintendent for Student Services Director of Student Services and Discipline Consulting Teachers Campus staff	Decrease the number students assigned to in-school suspension.  Decrease the number of students assigned to out of school suspension.  Decrease the number student assigned to the DAEP for discretionary placement .			
2) Provide effective attendance improvement interventions for students with 3 or more unexcused absences.		Assistant Superintendent for Student Services Director of Student Services and Admissions Attendance Officers Campus staff	Increase the overall district annual attendance rate from 95.7% to 96%.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						



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

**Performance Objective 2: 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 new comprehensive Safety and Security Plan. The Police Department will obtain the objective via the strategies listed below.

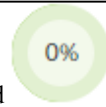
**Evaluation Data Source(s) 2:** Safety data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Establish a Police K-9 program to decrease number of illegal and illicit drugs and weapons found on campuses.		Uniformed Services Lieutenants, K-9 Sergeant	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.  Conduct a minimum of 425 searches during school year.  Conduct a minimum 36 educational presentations during school year.			
2) Institute the Mental Health Officer Program to increase mental health awareness for students, parents, and staff. Work with new Mental Health Intervention Team to accomplish objective.		Uniformed Service Lieutenants, (Command Staff Support as needed)	Improve awareness of mental health crisis with students.  Increase support for students dealing with mental health issues/concerns.			
3) Provide Educational Presentations to students, staff, and parents in increase awareness of various topics including but not limited to drug awareness, gang awareness, social media dangers, etc.		Captain	Produce lessons, PowerPoints, video and handout material and deliver appropriate presentations and reach a minimum of 3000 participants through presentations.			
4) Maintain or reduce response time to emergencies.		Communications Sergeant and Lieutenant	Improve/maintain a 6 minute or less response time to emergency calls for service within the district.			
5) Ensure compliance with Texas Education Code for safety and security of all campuses/facilities.		Emergency Management Lieutenant	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.			



= Accomplished



= No Progress



= Discontinue

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

**Performance Objective 3: Guidance and Counseling:** Provide guidance and counseling to students that meet the needs of all students including those receiving special services.

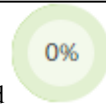
**Evaluation Data Source(s) 3: Counseling data**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) COUNSELING: 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.		Guidance & Counseling Director and Coordinators, campus administrators, and campus counselors	Training provided to staff, review of curricula, and information provided to parents.			
2) COUNSELING: 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.)		Guidance & Counseling Director and Coordinators, campus administrators, and campus counselors	Awareness education provided to students and parents.			
3) COUNSELING: Ensure that the counselor's role retains focus on implementation of the Developmental Guidance Program and assists students to develop the skills they need to enhance their personal, social, emotional, and career development. Address trauma resolution for students who have experienced natural disasters, health crisis, military tragedy, etc. Facilitate the campus staff's ability to detect warning signs of students who may be candidates for suicide or victims of child abuse. Address the following as needed: self-confidence, motivation to achieve, decision making, goal setting, planning, interpersonal effectiveness, effective communication skills, cross-cultural effectiveness, and responsible behavior. Recognize students displaying early warning signs and have a possible need for early mental health or substance intervention.		Guidance & Counseling Director and Coordinators, campus administrators, and campus counselors	Training provided to staff via multiple modalities and number of students seen by the counselor.			



= Accomplished



= No Progress



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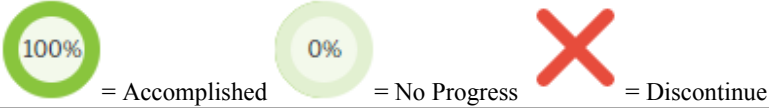
# Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 1:** Human Resources: Implement a recruitment plan focused on recruiting a diverse leadership staff reflective of student demographics.

**Evaluation Data Source(s) 1:** Human Resources data

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Review and evaluate recruitment sources for leadership positions.		Assistant Superintendent of Human Resources	Identify recruitment sources that may yield diverse applicants.			
2) Research how a diverse staff impacts academic achievement for students.		Assistant Superintendent of Human Resources	Understand how diverse staff impacts student achievement.			
3) Research the definition of diversity.		Assistant Superintendent of Human Resources	Understand diversity and what measure of diversity will be used for Human Capital Goal 3.			
						

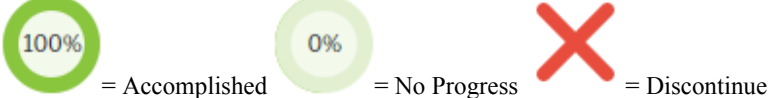
**Goal 3:** Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 2:** School Administration and Leadership Development: Recruit diverse leadership candidates for district leadership initiatives and district level leadership positions

**Evaluation Data Source(s) 2:** Enrollment data, hiring data

**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Recruit, inform, and present district leadership opportunities and information to all stakeholders.		Associate and Assistant Superintendents for School Administration and Leadership Development, Staff Development, Leadership Development Continuum Committee	Increase in number of applications to the various district leadership institutes.			
2) Utilize a TEA principal preparation grant for a master's program in conjunction with the University of Houston. Participate in selected job fairs to recruit diverse candidates for CFISD.		Assistant Superintendent for Human Resources, Assistant Superintendents for School Administration, Staff Development	Increased diversity of school leaders, reflective of our student demographics. Human Resources Demographic information for candidates and personnel.			
						

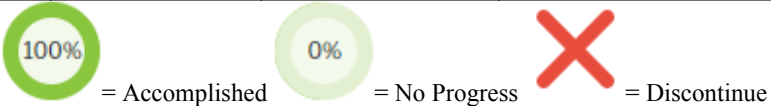
**Goal 3:** Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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

**Evaluation Data Source(s) 3:** Participation rates and survey data

**Summative Evaluation 3:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

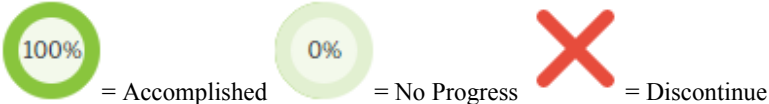
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide professional development on successful leadership qualities monthly at AP meetings, principal meetings, the five leadership institutes, and principal coaches meetings. Represent CFISD at state and national conferences sharing CFISD's Leadership Institutes and Coaching program for principals.		Associate and Assistant Superintendents for School Administration and Leadership Development, Staff Development, Leadership Development Continuum Committee	Surveys from APs, Principals, TLI, AAI, NAI, API, NPI institutes, and principal coaches. Surveys received from conference session participants.			
						

**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:** The communication, cinema and community engagement departments will support key district messages.

**Evaluation Data Source(s) 1:** Communications data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Develop yearly project plan for communication and cinema departments to include support of key district messages such as bond communication, safety and security initiatives, marketing campaign and district events, as well as support of school and department communication.		Director of Communication Director of Digital Cinema Assistant Superintendent for Communication and Community Relations	Detailed plan for key district messaging to include timeline for message distribution, strategies to increase awareness and communication resources for department and school personnel.			
2) Implement a campaign to increase the number of opt ins for SchoolMessenger text messaging.		Director of Communication	Increased number of opt ins for SchoolMessenger text messaging in order to more effectively communicate with parents/guardians in the event of an emergency.			
3) Expand district marketing campaign to include campus and department involvement.		Director of Marketing and Business Relations	Increased campus and department initiatives to increase community awareness of the importance of a strong school district.			
						

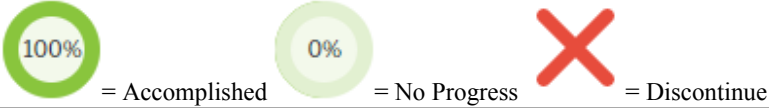


**Goal 4:** Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

**Performance Objective 2:** The community programs department will provide supplemental childcare and instruction for students in the Early Learning Centers and Club Rewind.

**Evaluation Data Source(s) 2:** Community programs data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Evaluate the quality and profitability of all programs offered in community programs.		Director of Community Programs	Sustained profitability in all programs.			
2) Evaluate the quality of staff development and curriculum in all programs offered in community programs.		Director of Community Programs	Alignment with the district's pre-K program and improved quality of curriculum.			
						




**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:** Title I, Part A Parent and Family Engagement: The district will follow all federal guidelines regarding parent and family engagement.

**Evaluation Data Source(s) 3:** Parent and family engagement data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June




<p>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>3.1, 3.2</p>	<p>Director of Federal Programs and Grants and Title I Curriculum Coach</p>	<p>1% to 5% increase in parent engagement on each Title I campus.</p>			
<p>CFISD does this by the following:</p> <ol style="list-style-type: none"> <li>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;</li> <li>2. Provide materials and training to help parents work with their child, such as literacy and technology training;</li> <li>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;</li> <li>4. As feasible, coordinate and integrate parent involvement programs and activities with other Federal, State and local programs;</li> <li>5. Provide information to families in a uniform format in a language parents can understand (translations of CIPS);</li> <li>6. Provide reasonable support for family engagement activities;</li> <li>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);</li> <li>8. Provide necessary literary support to family and community engagement (mobile library);</li> <li>9. Establish a district wide Parent Advisory Council and create, evaluate and distribute the District Parent Engagement Policy (PAC);</li> <li>10. Provide various times and locations for PAC meeting and staff trainings with an interpreter and child care as needed.</li> </ol> <p>Funding Sources: 211 - Title 1 - 30800.00, Title III Immigrant - 25000.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

# 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 monitor an operating budget that reflects the objectives of the District Improvement Plan while maintaining an appropriate operating fund balance.

**Evaluation Data Source(s) 1:** Budget Documents

**Summative Evaluation 1:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Budget developed based on Board Goal Setting Workshop. 2) Budget Hearing on proposed budget based on enrollment and revenue projections. 3) Monitor revenues and expenditures by preparing monthly budget to actual financial reports. 4) Prepare five-year projections. 5) Present quarterly budget review to BOT for approval. 6) Monitor state legislature to anticipate issues that may affect funding.		CFO and assistant superintendent of business and financial services.	1. Develop and adopt fiscally responsible budget to meet Board and instructional goals. 2. General fund balance of at least 25% of operating expenditures. 3. Maintain working long-range budget.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**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: Facilitate bond program to support District needs.

**Evaluation Data Source(s) 2:** Bond Documents

**Summative Evaluation 2:**

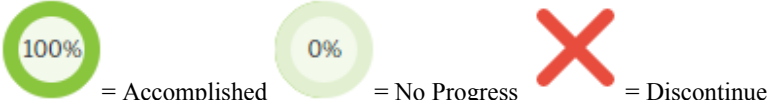
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Structure bond sales in order to meet District needs while minimizing the effect on the I&S tax rate. 2) Provide funding for facilities, technology and program needs by selling bonds in compliance 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.		CFO and assistant superintendent of business and financial services.	1. Bond sales according to established timeline/schedule. 2. Moodys AA1,S&P, AA and Fitch AA rating. 3. Zero to minimal impact to I&S rate based on authorization approved by voters. 4. Refunding of bonds, if appropriate.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**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: Leadership and Vision - Set the vision for the district's technology program, create a focus on students and customers, demonstrate clear and visible organizational values and ethics, set high expectations for the workforce, and ensure performance excellence.

**Evaluation Data Source(s) 3:** Technology Data

**Summative Evaluation 3:**

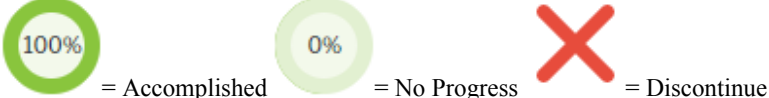
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Develop a sustainable workforce that can serve the district's technology needs by implementing cross training with staff where there are single points of failure and building succession plans within each team.		Chief Technology Officer	Each team's workforce has the capability and capacity to provide services assigned to their team.			
2) Lay the foundation for building systematic processes in all key service areas with structured activities that will result in providing consistent, reliable services to our staff and students.		Chief Technology Officer	Key processes documented in each team's area.			
3) Set forth a strategic framework for managing the 2014 Bond Technology Infrastructure projects that will result in designing the architecture that will fulfill the needs of the Long Range Planning Committee's recommendations through the year 2020, within the Bond budget.		Chief Technology Officer	Project management teams are in place to plan monitor, and track progress for each Technology Infrastructure 2014 Bond project.			
4) Build a world-class quality K-12 technology service system including achieving level 2 in the process and results categories based on the criteria defined by the National Institute for Standards and Technology ( <a href="http://www.nist.gov">www.nist.gov</a> ) Baldrige for Education.		Chief Technology Officer	Each team leads their staff using effective, systematic approaches in each of the Performance Excellence Program (PEP) categories (Leadership, Strategic Planning, Customer Focus, Measurement Analysis/Knowledge Management, Workforce Focus, and Operations Focus).			
5) Implement cross training with staff that are single points of failure in every team (Customer Care Center, Device Imaging and Integration, Network Infrastructure and Communications, Information Services and Applications, and Acquisitions, Assets, and Sustainability, by December 2017.		Chief Technology Officer	Cross training plans are complete and single points of failure are eliminated.			
						

**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: Customer Care Center - Provide customer support through the administration and operation of the Customer Care Center and oversee the technology performance excellence system to ensure world-class service is provided to staff and students.

**Evaluation Data Source(s) 4:** Customer Care Data

**Summative Evaluation 4:**

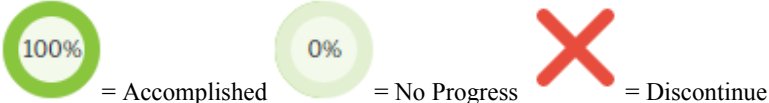
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Expand the Customer Care Center to include all Technology Services provided by the department, which includes Information Services and Applications.		Director of Technology Support Services/Performance Excellence	Customer Care Center will assist with additional service requests completion in order to reduce the number of assigned service requests for resolution.			
2) Publish a Technology Services Service Catalog detailing all services and providing information for customers detailing all aspects of the department.		Director of Technology Support Services/Performance Excellence	Published Service Catalog on the Technology Services website.			
3) Resolve at least 70% of received requests independently within the Customer Care Center team.		Director of Technology Support Services/Performance Excellence	Weekly compiled report on the Technology Services website showing improvement.			
4) Resolve at least 50% of received requests within one day at the Customer Care Center.		Director of Technology Support Services/Performance Excellence	Weekly compiled report on the Technology Services website showing improvement.			
						

**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 5:** Technology: Cybersecurity Services - Develop and manage the information (cyber) security program and trusted learning environment (TLE).

**Evaluation Data Source(s) 5:** Cybersecurity data

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Compile district information according to the 25 standards for the Trusted Learning Environment application. Complete application by March 31, 2018 in order to submit by October 15, 2018 and receive the TLE seal by December 1, 2018.		Director of Technology Support Services/Performance Excellence	Submitted application for Trusted Learning Environment seal.			
2) Develop and implement a Cyber Security Awareness Program by May 31, 2018.		Director of Technology Support Services/Performance Excellence	Implemented program with regular phishing awareness training.			
3) Develop a defined budget allocating district resources to fund the Cyber Security Program by March 31, 2018.		Director of Technology Support Services/Performance Excellence	Develop a defined budget allocating district resources to fund the Cyber Security Program by March 31, 2018.			
						

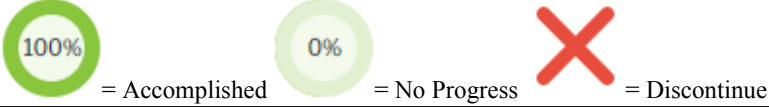


**Goal 5:** Financial and Technology Management: The district shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

**Performance Objective 6:** Technology: Acquisitions, Assets and Sustainability - Purchase all technology hardware and software, track and manage technology assets, and provide technology service and repair for all technology devices, including software, hardware, and peripherals.

**Evaluation Data Source(s) 6:** Acquisitions and Assets data

**Summative Evaluation 6:**

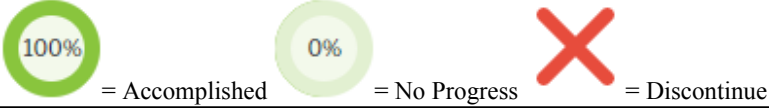
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide good customer and vendor communications and relations.		Director Acquisitions, Assets and Sustainability	Customer/Vendor Survey; Achieve excellent customer satisfaction levels of at least 90% as measured by customer surveys.			
2) Improve licensing inventory & compliance.		Director Acquisitions, Assets and Sustainability	Achieve 100% compliance of Windows device software licensing.			
3) Provide ongoing support to campus secretaries by offering assistance in purchasing process when necessary.		Director Acquisitions, Assets and Sustainability	Achieve excellent customer satisfaction levels of at least 90% as measured by customer surveys.			
4) Improve customer's experience with our website.		Director Acquisitions, Assets and Sustainability	Complete the list of updates &revisions; host & offer two trainings for school users.			
5) Create district inventory management certification.		Director Technology Support Services/Performance	Create set curriculum and examination schedule; create certification tiers for inventory management.			
6) Improve accountability for district technology.		Director Acquisitions, Assets and Sustainability	100% principal sign off for campus inventory; new accountability percentage reporting .			
7) Create online training classes on replacing hardware for each of the Lenovo devices used in the district.		Director Technology Support Services/Performance	Classes are created for each model Lenovo device, and they are all available to take within the Cy-Fair Learning Management System.			
8) Maintain employee integrity and accountability in the Technology Service Center.		Monthly sign-in sheet checks at random campuses show technicians are appropriately signing in and out at the front desk.	Monthly sign-in sheet checks at random campuses show technicians are appropriately signing in and out at the front desk.			
						

**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 7:** Technology: Device Imaging and Integration - Design, image, and integrate all network application software on end-user devices including desktops, laptops, tablets, eReaders, and all other mobile devices that run on and connect to the district's network.

**Evaluation Data Source(s) 7:** Software data

**Summative Evaluation 7:**

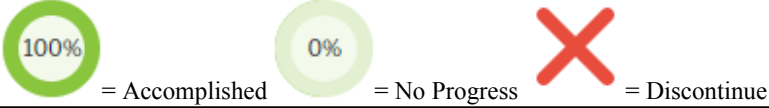
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Find a replacement for Kaspersky to cover and support all the edge devices.		Manager Device, Imaging, and Integration	Develop RFP and run a POC to pick best product.			
2) Create Level Structure for Technicians based on Trainings and GR8 evaluations.		Manager Device, Imaging, and Integration	Expand the levels established last year with Ivanti training. These new levels would include areas from the GR8.			
3) Establish Skype or Zoom meetings with Middle School Technicians and High School Technicians between DII and CCC on recurring schedule.		Manager Device, Imaging, and Integration	Expand the levels of communications to better improve technical understanding.			
4) Create a training and certification program based on the technician Great Expectations.		Manager Device, Imaging, and Integration	All classes are created and scheduled for technicians.			
						

**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 8:** Technology: Enterprise Networks and Communication - Manage and maintain the district's Internet, Intranet, wireless access, firewall, connectivity, network electronics, phone systems and all district communications.

**Evaluation Data Source(s) 8:** Network data

**Summative Evaluation 8:**

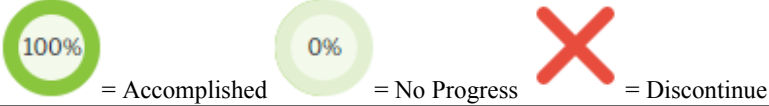
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Upgrade Fiber and Cabling Connectivity		Director Infrastructure, Communications, and Networks	Project management team in place to plan, monitor, and track progress for fiber and cabling connectivity.			
2) Enhanced routing installed at the core, coupled with internet peering and related services.		Director Infrastructure, Communications, and Networks	Improved network performance for CFISD end users.			
3) Installation of Cisco Unified Survivable Remote Site Telephony (SRST) functionality ensuring phones features are available during periods of fallback.		Director Infrastructure, Communications, and Networks	Ensure dedicated phone service during any potential outages.			
4) Build a more resilient network to minimize downtime due to fiber cuts.		Director Infrastructure, Communications, and Networks	To address any exposure on the network on single points of failure on the fiber.			
						

**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 9:** Technology: Network Management and Operations - Collect Public Education Information Systems (PEIMS) data stored in the student information system (SIS) as well as the data stored in the finance and human resources systems, which is then verified, extracted and submitted to the state.

**Evaluation Data Source(s) 9:** Data management information

**Summative Evaluation 9:**

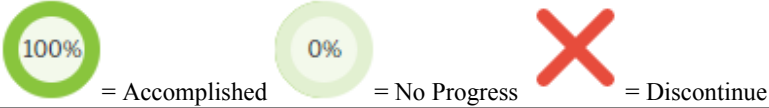
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Build a Virtualized Server Data Center with all applications deployed.		Director Infrastructure, Communications, and Networks	Project management team in place to plan, monitor, and track progress for Virtualized Server Data Center deployment.			
2) Move Tier 1 applications from Data Center 2 to Data Center 4 through virtualization or physical migration.		Director Infrastructure, Communications, and Networks	Applications successfully relocated and functioning as designed.			
3) Refresh Active Directory through a greenfield build using Microsoft directed best practices and guidelines.		Director Infrastructure, Communications, and Networks	Users and devices are migrated from cfisd.loc to cfisd.net			
4) Deploy VMware Configuration Manager and VRealize Business Automation.		Director Infrastructure, Communications, and Networks	VM servers are easily scheduled for patches and updates, plus provisioning of VM servers are automated and may be delegated.			
						

**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 10:** Technology: Public Education Information Management Systems (PEIMS) - Collect Public Education Information Systems (PEIMS) data stored in the student information system (SIS) as well as the data stored in the finance and human resources systems, which is then verified, extracted and submitted to the state.

**Evaluation Data Source(s) 10:** PEIMS Data

**Summative Evaluation 10:**

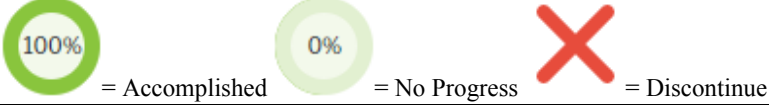
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Deliver 30 In-person and Digital training sessions resulting in 95% training effectiveness.		Director Information Services	Annual report provided by CFISD Professional Growth System			
2) Increase district annual funding by 1% by analyzing special populations and correct coding.		Director Information Services	Funding increased 1% as evidenced by TEA reports. Note: Requires additional staff			
3) Complete regulatory data submissions on time.		Director Information Services	Acceptance of each submission by the regulator agency.			
4) Achieve 92% data accuracy for Student Information Systems daily demographics, discipline, and PEIMS.		Director Information Services	Daily Certica Scorecard report			
						

**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 11:** Technology: Business and Financial Management Systems - Maintain the finance and human resources systems and ensures that the data integrity and security is properly maintained.

**Evaluation Data Source(s) 11:** Business and Financial data

**Summative Evaluation 11:**

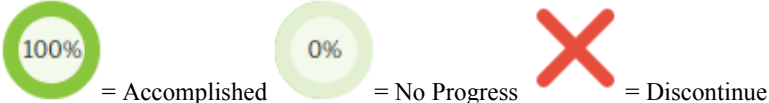
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Migrate the eFinancePLUS system into the VM environment at CyrusOne.		Director Information Services	eFinancePLUS 100% migrated into the VM environment at CyrusOne			
2) Create and deliver one application using the OSS framework.		Director Information Services	Application successfully delivered			
3) Ensure 100% successful backups for the eFinancePLUS system.		Director Information Services	Confirmation of successful completion of the backup process.			
						

**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 12:** Technology: Business and Financial Management Systems - Maintain the district's Student Information System (SIS) and ensure data integrity and security is maintained.

**Evaluation Data Source(s) 12:** SIS data

**Summative Evaluation 12:**

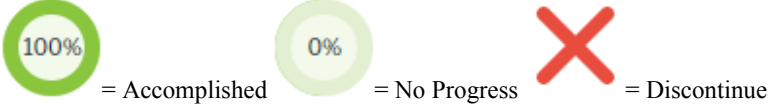
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Complete the eSchoolPLUS upgrade.		Director Information Services	System upgraded 100% and fully accessible.			
2) Ensure 100% successful backups for the eSchoolPLUS system.		Director Information Services	Confirmation of successful completion of the backup process.			
3) Conduct (1) CFISD eSchoolPLUS User Committee Meeting with 85% attendance quarterly.		Director Information Services	Meetings conducted with attendance and progress documented on the Technology Services website.			
4) Deliver 30 in-person and digital training sessions resulting in 95% training effectiveness.		Director Information Services	Annual report provided by CFISD Professional Growth System			
						

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

**Performance Objective 1:** Support Services: Provide transportation services to support the educational environment.

**Evaluation Data Source(s) 1:** Transportation data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Increase efficiencies by adjusting routes accordingly and continued standardization of unloading/loading procedures for 1st and 2nd tiered campuses.		Director of Transportation; Area Directors; Assistant Director Transportation Operations, and Systems & Technical Analyst.	Increase A.M. on-time arrivals to an average of 95% and P.M. on-time arrivals to an average of 91%.			
2) Defensible driving and preventability training and retraining. Adding collision-avoidance/mitigation systems to new buses purchased.		Director of Transportation; Area Directors; Assistant Director Human Resources	Decrease preventable school bus collisions per 100,000 miles traveled.			
						

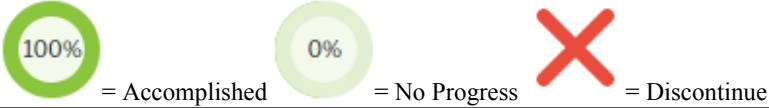


**Goal 6: Operations Management:** The district shall ensure that the facilities adequately support the educational program and other operations.

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

**Evaluation Data Source(s) 2:** Nutrition Services Data

**Summative Evaluation 2:**

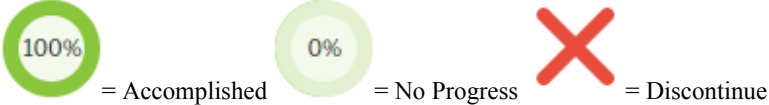
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Work with produce vendor to identify additional local products available. Work with Nutrition Services Marketing to promote usage and benefits of farm to school products.		Director of Nutrition Services	Increase usage of farm to school products by 10%.			
2) Work with Student Health Advisory Council (SHAC), principals, and administrators to develop recommended standards for meal serving times.		Director of Nutrition Services	Creation of meal serving time standards.			
3) Identify additional campus and district wellness events to attend. Utilize smoothie bikes to engage students while promoting healthy eating and movement.		Director of Nutrition Services	Promote wellness with a 5% increased participation in campus and district events.			
						

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

**Performance Objective 3:** Support Services: Provide procurement services to support the educational environment.

**Evaluation Data Source(s) 3:** Procurement data

**Summative Evaluation 3:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Create an automated outreach system utilizing emailed surveys for vendors awarded on new CFISD contracts established in 2017-2018 fiscal year stemming from formal solicitations.		Director and Assistant Director of Purchasing	Increased customer (campus/department) satisfaction as measured through Vendor Performance Report.			
2) Increased CFISD staff awareness regarding the changes in contracts and stock availabilities.		Director and Assistant Director of Purchasing	Issue board session purchasing summaries within 1 week after CFISD board meetings to appropriate CFISD staff to assist in the flow of information regarding contract cancellations, renewals, approvals and changes in the stock catalogs.			
						

**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: Deliver an enhanced education environment supporting high education standards and safety.

**Evaluation Data Source(s) 4:** Facilities and Construction data

**Summative Evaluation 4:**

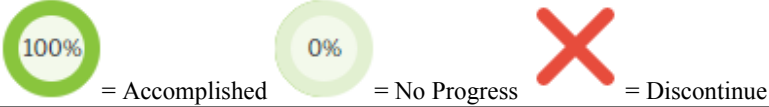
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement Phase V and VI of the 2014 Bond Program.  Research, recommend and implement new safety and security technology facility enhancements to increase student and staff safety without compromising the 21st century learning environment.  Full update of Educational Specifications: elementary, middle and high school.		Assistant Superintendent of Facilities & Construction, Directors, Project managers	Substantial completion and closing out projects within budget and established time lines.  Continuous improvement of security at campuses and support buildings.  Consistent quality and standards throughout district facilities.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**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 safe, clean and comfortable educational environment.

**Evaluation Data Source(s) 5:** Maintenance and operations data

**Summative Evaluation 5:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Develop the technology skills of the Maintenance Department Foreman through monthly training sessions.  Research and implement new cleaning processes, and supplies, to prevent the spread of infections.		Director of Maintenance Director of Operations	Improved efficiency and facility support.  Reduce student absences due to illness.			
						

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

**Performance Objective 6:** Facilities and Construction: Provide a comfortable learning environment, while conserving our natural resources.

**Evaluation Data Source(s) 6:** Energy Data

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Monitor, evaluate and adjust the elementary school pilot CEEP program for implementation district wide at all campuses.  Expand use of CenterPoint Energy's Retro Commissioning Program to maximize energy efficiencies.		Energy Manager and Assistant Energy Manager	Reduce energy usage, thereby lowering utility costs.  Maximize energy efficiencies.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

# State Compensatory

## Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Full Time Equivalencies	Various	Various	825.69

# 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 iXplore, the curriculum management system. iXplore 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) 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 iXplore use.
- Campus leaders use FAST (Feedback, Accountability, and Support Tool), 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 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.

## Mathematics

- Model and expect students to use the 4-step Problem Solving Process with all math problems.
- Post and use student-made anchor charts in math classrooms.
- Teach fact fluency for 10-15 minutes daily during math instruction.
- Use FASTT math to assist students with fact fluency.
- Use math manipulatives and provide hands-on experiences to help students develop concept understandings.
- Teach using District suggested best-practice strategies. Do not use "tricks" as they do not provide students with a mathematical explanation or understanding.
- Use Interactive Math Notebooks and send them home daily in 2<sup>nd</sup>- 5<sup>th</sup> grade.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- On a regular basis, an average of three times per week, integrate the seven classroom Chromebooks into the learning environment. Use the Chrome books so that students can create, collaborate, and share their thinking.

## Science

Engage students to become STEM literate with 5E lessons that

- are hands-on, inquiry-based lessons that require students to design and conduct investigations according to grade level TEKS expectations (K-1 = 80% of time, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of time, 4<sup>th</sup>-5<sup>th</sup> = 50% of time);
- have students collect, analyze, and represent data in a variety of ways (graphic organizers, tables, charts, diagrams, infographics, foldables);
- have students communicate results orally and/or in writing based on evidence that supports their thinking;
- cause critical reasoning and thinking to find relevant solutions to classroom-based problems and real world applications;
- integrate technology applications such as web 2.0 resources, Explore Learning, National Geographic, and Houghton Mifflin Harcourt Science Fusion; and
- facilitate an understanding of science vocabulary using note booking and communication skills (listening, speaking, reading, and writing).

# 2018-2019 District Writing Plan

## **Purpose:**

To monitor teacher instruction and student work in order to provide training and support necessary to raise student achievement in the area of writing.

**Collection Units:** Personal Narrative (2nd-4th), Expository (3rd-5th), and Prompt-based Essay (3rd-5th) and Literary Essay (5th).

## **Actions:**

1. **2nd - 5th grade students' samples\*** will be uploaded to a specified folder and randomly collected for district monitoring.
  - The **samples will be collected** throughout the writing process
  - Campus administration** will collect **10 try it out samples, 10 on-demand samples** from the same students, and fill out the feedback form.
  - District personnel will read random samples and complete feedback form for campus comparison.
2. **2nd-5th grade teacher's sample** for modeling with specific units will be uploaded in the shared folder
  - Teacher is expected to generate a piece or accommodate the district piece to model with the students during the shared writing time
  - Units chosen by district curriculum department
3. **2nd-5th grade students' samples** with rubric explanations will be hung in every writing classroom for students - Success Criteria (Units - Personal Narrative, Expository, and Prompt-based Essay)
4. **Student samples** will be displayed throughout the building by grade level and celebrated by campus administration - Writing Revolution!
  - Campus instructional specialist will change out the samples based on unit
5. **3rd-5th Revising and editing checkpoints** will be taken by every campus and monitored by district personnel
  - Must be given on the district designated day
  - Scanning** will be monitored and results shared with the curriculum team, Dr. Macias, and Dr. Henry
6. **Student writing** will be **utilized weekly and monitored by campus** using a grade level specific observation form so students are writing everyday
7. **4th Grade BOY DPM writing samples with rubrics** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers)
  - Trends and patterns within the collection will be noted and feedback provided to the instructional specialist for unit planning

8. **4th Grade Benchmark writing samples with rubrics** to be **collected and reviewed** by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers)
  - Trends and patterns within the collective group will be noted and feedback provided to the instructional specialist for unit planning
9. **5th Grade MOY writing samples with rubrics** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers)
10. **3rd Grade EOY writing samples with rubrics** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers)
11. **2nd Grade EOY writing samples with rubrics** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers)
12. **All 4th grade, All AB, Resource, and All Bilingual/SEI** teachers will attend an *all day* district scoring training (October 2,3, 4, 9 or 11)
13. **All NEW Literacy** teachers attend **Teacher Literacy Academy** in July 8-11, 15-18 (8 days starting 2019 - Participants will be paid a stipend for attending)
14. **All 3rd grade** teachers will attend district scoring training (February TBD)
15. **ALL 4th Grade Teachers** attend ½ day training determined by principal committee ( Spring TBD)
16. **4th grade teachers** will attend a STAAR Saturday for Review Unit planning and data analysis (Paid Attendance)
17. District coaches will consult with Victoria Young about district curriculum and advise next steps (October, January, March)
18. District coaches, instructional specialists, assistant principals, and principals will consult with Victoria Young about STAAR alignment, writing scoring, and writing best practices
19. District will hold a district writing symposium for 3rd and 4th grade teachers with *Victoria Young* (November 3)
20. A District scoring and curriculum team will be created and meet regularly to discuss samples and curriculum progression (principals will nominate by cluster and participants will be paid for attendance)
21. District will continue with Patterns of Power (POP) Cohorts started in spring of 2018 (4th & 5th)
  - Adding 2nd and 3rd in fall of 2018
  - Bilingual POP Cohort starting fall of 2018

## **Samples within units to be uploaded: Clarification**

- All “Try It Out” Samples** stated in specific units (2nd,3rd, 4th, and 5th)- Grade level collection
  - The **Try it out sample** happens after immersion. The students write about a topic that matches the genre they have been reading and critiquing. The teacher may choose to give students the same prompt or allow students to choose from a collection. This piece is

written during the writing portion of the writing workshop. (45 minutes) Teachers use this piece to see what the student absorbed from the immersion period and plans instruction.

- ❑ **“On Demand” Sample** for Personal Narrative (2nd-4th), Expository, (3rd-5th) and Prompt-based Essay Units (4th) - grade level collection
  - ❑ The **On-Demand** piece is written after the unit. Teachers may choose to give students the same prompt or a collection and the student chooses. The piece is written during the writing block (60 minutes). It is not a published piece, and students may not finish.
- ❑ **Planning process** (Expository - student choice piece, Prompt-based Essay, Literary Essay - (by teacher )
  - ❑ Planning Documents that ***could be collected***:
    - ❑ Brainstorming list/Seed collection charts or list (Heart maps or other maps)
    - ❑ Graphic Organizers for planning draft
    - ❑ Any evidence gathering/ Revision documents
- ❑ **Unit Drafts** (Personal Narrative, Student Choice Piece Expository, Prompt-based Essay)- (collected by teacher)

# 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, 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.
- 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.
- Use and encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- On a regular basis, an average of three times per week, integrate the eight classroom laptops into the learning environment. Use the laptops so that students can create, collaborate, and share their thinking.

## 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.

# High School Content Area Standard Expectations

## English Language Arts/Reading

- 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.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Use and encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- On a regular basis, an average of three times per week, integrate the eight classroom laptops into the learning environment. Use the laptops so that students can create, collaborate, and share their thinking.

## 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.

## Secondary ELAR Curriculum Department, 7 – 12

### 2018-19 District Writing Plan

**PURPOSE:** The goal of the Secondary ELAR Department seeks to promote the interconnectedness between reading and writing via the use of imitation and mentor texts. To specifically enable the development of writing skills, we have identified the following overarching goals for 2018-19:

- To identify and strategically target trends and areas of weakness in student writing, and in writing instruction
- Provide specific and actionable writing instructional plans for campuses based on their data
- Conduct follow-up visits to assist teachers with implementation of their campus-specific instructional writing plan

#### **MIDDLE SCHOOL ACTION PLAN:**

- I. Increased Campus Visits for Monitored Campuses**
  - A. Purpose of visits will be to ensure purposeful planning and thoughtful decision making regarding writing best practices.
  - B. Writing across Content Areas -- students will write 2x per week in Math, Science, Social Studies, and Language Arts classes to increase student writing fluency. (Monitor Campuses only)
- II. Establish Creation and Use of Online Writing Portfolios**
  - A. Assist all campuses in the creation of online writing portfolios in Google Classroom
  - B. Assist teachers in the best ways to use the portfolio instructionally
- III. Components of an Essay Training for Monitored and Limited-Monitored Campuses:** Training provides teaching staff with a school-specific analysis of their STAAR Writing data and images, and then provides teachers with a targeted action plan and instructional strategies for remedying negative trends revealed by the data.
  - A. Deep dive data analysis
  - B. Analyze writing images by score point
  - C. Address writing trends
  - D. Diagnose student weaknesses
  - E. Provide an Action Plan containing writing strategies based on diagnosed student weaknesses
- IV. Essay Calibration Training for Monitored and Limited-Monitored Campuses:** Guided essay calibration with teachers will ensure they are assessing students' essays correctly, which will affect the feedback and strategies they choose to plan future instruction.
  - A. Guided essay reading and calibration
  - B. Check-in on Action Plan from Components of an Essay training
- V. Essay Calibration Training:** Coaches will conduct writing portfolio share sessions where teachers will work through calibration strategies that encourage team discussion related to assessing student work and providing feedback that forwards progress in student writing.
- VI. Eco Dis Roundtable – Invitation Only:** Teachers who have high reading and writing success rates, as supported by data, with economically disadvantaged students will be invited to a round table where they will share successful strategies and resources. (Evening Share Session)
  - A. Data dig



- B. Share resources
  - C. Targeted planning
- VII. Revising and Editing Resources for STAAR Writing:** Provide training and resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:
- A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing*, Don Killgallon's *Grammar for Middle School: A Sentence Composing Approach*, and Harry Noden's *Image Grammar*
  - B. Grammar Mini-Lessons
  - C. Student Essay Revision Activities

## MIDDLE SCHOOL DATA COLLECTION POINTS: 7th & 8th Grade Online Writing Portfolios

- 1. Collection Point 1:**
  - a. Students set up a digital portfolio.
  - b. Include personal narrative or reflective essay in the portfolio.
- 2. Collection Point 2:**
  - a. Write about the explicit and implicit meaning of text. This could include: summary; explanation of theme or controlling idea; or, description of overarching purpose of the piece.
  - b. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.).
- 3. Collection Point 3:**
  - a. Processed Writing: Campuses will make copies; expected to take several days in class taking the piece through the writing process with teacher and student feedback.
    - i. Flexibility in prompt selection with choice between: never giving up (STAAR), or one event can change a person's life (CFISD).
  - b. Persuasive Writing Option TBD.
- 4. Collection Point 4:** Teachers may choose one or more from the following:
  - a. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.)
  - b. Write about the explicit and implicit meaning of text. This could include summary or explanation of theme.
  - c. Write about specific literary elements such as: explanation of how character interactions forward the plot; description of setting and its impact on plot; or analysis of how authors use language to create mood.
- 5. Collection Point 5:** Expository Writing
  - a. Timed Write taken through the revision process—flexibility in prompt selection between two released STAAR prompts TBD; campuses will make copies; rough draft must be completed during this time frame; revision and editing may take place throughout the unit.
- 6. Collection Point 6:** Teachers may choose one or more from the following:
  - a. Write responses that compare sources within and across genres
  - b. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.)
  - c. ALL students should complete a Portfolio Review.

## HIGH SCHOOL ACTION PLAN:

### I. **Components of an Essay Training**

- A. Deep dive data analysis
- B. Analyze writing images by score point
- C. Address writing trends
- D. Diagnose student weaknesses
- E. Provide an Action Plan containing writing strategies based on diagnosed student weaknesses

### II. **Essay Calibration Training for targeted campuses**

- A. Cypress Lakes, Cypress Ridge, Cypress Park, Cypress Falls, Cypress Creek, Jersey Village & Langham Creek
- B. Guided essay reading and calibration
- C. Check-in on Action Plan from Components of an Essay training
- D. Provide strategies to address writing weaknesses discovered in essay calibration

### III. **Eco Dis Roundtable – Invitation Only:** Teachers who have high reading and writing success rates, as supported by data, with economically disadvantaged students will be invited to a round table where they will share successful strategies and resources. (Evening share session)

- A. Data dig
- B. Share resources
- C. Targeted planning

### IV. **If/Then Writing Training and Support:** Training teachers to provide differentiated writing feedback through individual and small group writing conferences.

- A. Additional support will come in the form of hyperlinks to activity explanations, instructional videos, and student sample essays.
- B. Face-to-face after school training and instructional support will also be offered.

### V. **DPM Re-design:** Data tracking for English I and II has been revised to include multiple choice items for the revising and editing sections of the STAAR assessment.

### VI. **Revising and Editing Resources for STAAR Writing:** Provide training and resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:

- A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing*, Don Killgallon's *Grammar for High School: A Sentence Composing Approach*, and Harry Noden's *Image Grammar*
- B. Grammar Mini-Lessons
- C. Student Essay Revision Activities

### VII. **STAAR Bootcamp Resources**

- A. Provide packets of highly effective resources for use during "STAAR Bootcamp" -- the last two to three weeks prior to the STAAR test in April.

**ENGLISH I & II DATA COLLECTION POINTS:**

<b>GRADE LEVEL</b>	<b>ENGLISH I</b>	<b>ENGLISH II</b>
<b>Collection Point 1</b>	Evidence & Support Unit Writing Portfolio Piece	Evidence & Support Unit Writing Portfolio Piece
<b>Collection Point 2</b>	Expository Structure Writing Portfolio Piece	Persuasive Structure Writing Portfolio Piece
<b>Collection Point 3</b>	Connections Writing Portfolio Piece	Connections Writing Portfolio Piece