

Cypress-Fairbanks Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

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

- All campuses achieve an overall scaled score of 80 or higher on the state accountability system. (Accountability system "paused" for 2020-21.)
- Increase overall approaches performance level, meets performance level, and masters performance level on STAAR 3-8 and end-of-course exams by 1%.
- Close the achievement gap by increasing performance on STAAR 3-8 and end-of-course exams in the economically disadvantaged student group by 1%.
- Increase the graduation rate in all student groups by .1% to 1% (or achieve 90% or higher).
- Increase the number of industry certifications by 2%.
- Increase the number of students enrolled and earning credit in advanced courses in the economically disadvantaged student group by 2%.
- All campuses earn at least one distinction designation. (Accountability system "paused" for 2020-21.)
- All campuses bring the African American, Hispanic, White, and Economically disadvantaged student groups within 10% of each other.
- All campuses bring the economically disadvantaged student group to 80% or higher at the approaches performance level.

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

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

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

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

Student Achievement Strengths

Due to the COVID-19 pandemic, the following actions occurred:

- On March 16, 2020, Governor Abbott waived STAAR testing requirements for the 2019/20 school year in an effort to allow superintendent's the opportunity to "continue to prioritize the health and safety of students, faculty, and their families."
- On March 27, 2020 the United States Department of Education approved the Texas Education Agency's request to waive statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESSA) for the 2019/20 school year due to widespread school closures related to COVID 19.
- As a result, all districts and campuses in Texas were given the rating of "Not Rated: Declared State of Disaster" for the 2019/20 school year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: All campuses in CFISD did not meet all campus performance objective targets in 2018-19 and additional learning gaps have occurred due to the COVID-19 pandemic. **Root Cause:** The need to deepen the understanding of and address specific academic needs of all student groups especially those of students learning from home via CFISD Connect.

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

District Culture and Climate

District Culture and Climate Summary

Areas of need include:

Student Services:

Training

- Increase integration of classroom management components with Schoology and other remote learning, district-based technology systems.
- Increase the quality and frequency of online training modules to support all sponsored meetings (administrator, teachers, behavior interventionist, secretary, and DMC) being done remotely allowing staff to stay on campus.
- Support campus administrators and staff with training opportunities to help decrease disproportionate exclusionary discipline actions.
- Support campuses with their maintenance and submission of accurate discipline data through online training opportunities for discipline data entry, reporting instances of bullying behaviors, as well as routine review of campus infractions, removals and needed supports.
- Increase the number of campuses that are implementing PBIS at Level I and II with fidelity.
- On-going training modules for registrars, attendance secretaries and administrators who are supporting registration, dropout recovery and attendance reporting.

Discipline

- Increase support of campuses with the crucial analysis of their discipline data.
- Work with campus staff to decrease the number of out-of-school suspensions and discretionary placements to the DAEP; thereby, increasing opportunities for students to access direct, first-time instruction within the classroom setting.
- Implement the work of the District's Alternatives to Suspension Committee (Keeping Kids in School Initiative) by increasing the use of restorative and alternative discipline actions.
- Work with the DAEP to create opportunities for students to earn early return back to their home campus.
- Increase the number of campuses that receive their No Place for Hate® designation and kindness-based initiatives across the district.

Attendance & Dropouts

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

Families in Transition & Foster Care

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

Cypress-Fairbanks Police Department:

- Continue to fill vacant positions for Police and Communications within the Department.

District Culture and Climate Strengths

Areas of strength include the following:

Student Services:

Staff Development

- Campus staff and administrators received training to support a safe and healthy behavioral culture and learning environment. Trainings include topics on Classroom Management, Restorative Practices, Positive Behavior Interventions Supports (PBIS), No Place for Hate®, Project Safety, and Cy-Fair Tipline.
- Prior to the school closure on March 16, 2020, the CMCT team facilitated trainings covering 15 topics on student-related issues to 4,143 participants averaging 17.8 trainings per month compared to 13.3 trainings per month in 2018-19. During the school closure over 3,300 campus staff and bus drivers engaged in online, live trainings facilitated by the CMCT.
- During the school closure, two digital training series were added to help staff adjust to online learning and a series for bus drivers. The Digital Learning Series included Online Classroom Management, Digital Learning Made Fun, and Staying Connected in the Digital Environment. The Growing at Home Series focused on keeping in-person management skills sharp including Routines & Procedures, Effective Communication, Meaningful Movement, and Relationships & Engagement.
- Teacher Toolkit Trainings, concise one-hour sessions based on campus needs and discipline trends designed to be facilitated after school and on-site at any campus were added to the course catalogue, making it easier for campuses to train all staff.
- 81 of the 86 comprehensive campuses are PBIS trained and actively using the PBIS systems within their campuses. This brings the overall average from 93% of the district in 2018/2019 to 94% in 2019/2020.
- 73 campuses earned a No Place for Hate designation for the 2019-2020 school year by engaging in a variety of events that supported kindness initiated by their student coalition.

Discipline

- 71% of disciplinary actions by campus administrators were alternative and/or restorative in nature which is an increase from 68% last year.
- An Alternative to Suspension Committee developed a list of restorative discipline alternatives for campuses to consider when issuing discipline. Assistant principals receive ongoing training focused on utilizing the restorative mindset.
- During the COVID-19 emergency school closure, 309 students completed their disciplinary placement or expulsion and returned to their home campus for the 2020-2021 school year.
- There were 19 total expulsions to the JJAEP in the 2019-20 school year compared to 33 expulsions last year.
- Only 57 secondary students received multiple placements and/or expulsions, which is a substantial decrease from 2018-19, when 91 students received multiple placements and/or expulsions.
- There was a significant decrease in the number of discretionary placements. During the three 9-week grading periods in 2019-2020, 180 students were discretionarily placed, compared to 271 students during the first three 9-week grading periods in 2018-2019.

Attendance & Dropouts

- Comprehensive efforts to support the district's work in maintaining contact with all students during the school closure—only 87 students were reported with a Crisis Code 7B.
- The TAPR reflects an overall attendance rate that is higher than the cumulative rate for Region IV and the State.
- The TEA Annual Dropout Summary Data reflects a dropout rate that is lower than both the cumulative rate for Region IV and the State.

Families in Transition & Foster Care

- To support programming and student needs, the Families in Transition (FIT) Program utilized Title I and Texas Education of Homeless Children & Youth (TEHCY) Grant Funds for: school supplies, backpacks and PE uniforms for students who qualified for services, a turkey giveaway for Thanksgiving and 50 turkey dinners to homeless families; a holiday toy give-a-way in partnership with a local organization; the Spring Break (Teamwork, Ambition, Perseverance) Camp for homeless students at the Berry Center; in partnership with Community Programs and Transportation; and an after-school tutoring for students residing at The Mission of Yahweh Homeless Shelter
- The FIT team developed a full module on the CFISD Compliance Moodle to train district staff on the identification of students who may be experiencing homelessness, completed several face-to-face trainings; emailed updates and created a resource repository.
- The Foster Care Liaison provided training for registrars, counselors, campus administrators regarding supports for students who are in state conservatorship.

Cypress-Fairbanks Police Department:

- The department answered 103,570 calls for service, handled 643 mental health calls, conducted 798 K9 searches, and completed 321 presentations to 10,458 participants. CFPD also met the required campus/facilities safety audits.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Areas of need include the following:

Human Capital:

- More efficient and technology driven process for family medical and temporary disability leave.
- Additional HR investigator to ensure consistent support to campuses and departments.
- Additional support for substitute staffing.

School Leadership:

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

Staff Quality, Recruitment, and Retention Strengths

Strengths include the following:

Human Capital:

- Staffed full-day Pre-K with 149 staff within 100 days.
- Hosted the University of Texas Rio Grande Valley education graduates for on campus tours and interviewing.
- Implemented HB-3 one-time payments of \$1000 for teachers and \$500 for all other staff.
- Established TRS eligibility standards and training for supervisors that hire temporary and substitute employees.
- Facilitated CFISD's first virtual teacher career fair for 92 campuses with approximately 700 teacher applicants in attendance.
- Implemented the Families First Coronavirus Response Act (FFCRA) leave entitlements for all employees to receive pay entitlements for COVID qualifying absences.
- Created a virtual new hire experience for new employees to ensure hiring continuity during the district's building closure.
- Developed online paraprofessional testing for paraprofessionals during the district's building closure.
- Implemented a pay increase for instructional paraprofessionals that work an additional 15 minutes supporting instructional interventions.
- Processed approximately:
 - 13,000 backgrounds
 - 900 family medical and temporary disability approved leaves
 - 2400 employee separations
 - 10,000 personnel action changes
 - 3700 hires (including substitutes and temporaries)

School Leadership:

- Adapting and updating topics and resources for all institutes and leadership presentations focusing on equity.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Areas of need include the following:

Curriculum and Instruction:

- Continue the staff development plan that addresses the decline in writing scores across all grade levels.
- Increase and refine reading staff development.
- 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.
- Continue teachers' focus on and administrators' monitoring of the ELPS to ensure each student gains one year of growth each school year.
- Expand the blended learning initiative to secondary mathematics and science at two high schools and three middle schools to increase engagement, differentiation, student discourse, rigor, 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 systematic process to identify, recruit, and support economically disadvantaged and underrepresented student groups in advanced classes.
- Continue the New Teacher Academy for elementary and secondary ELAR teachers to provide extra support and build content knowledge in literacy.
- Continue the Summer Literacy Academy for new ELAR teachers to provide an understanding of the importance of effective instruction in literacy. (if COVID protocols allow for face-to-face)
- Continue the Summer Academy for secondary ELAR teachers, *Reconceptualizing the English Classroom: Purpose Protocols, and Practices*. (if COVID protocols allow for face-to-face)

Career and Technical Education:

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

Gifted and Talented:

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

Educational Support Services:

- Continue to build teacher and administrator capacity to work with the varied needs of students identified with disabilities and limited English proficiency.
- Continue to work with student services and campuses to address in-school suspensions and out-of-school suspensions for students with significant disproportionality.
- Align the dyslexia program K-12.

Curriculum, Instruction, and Assessment Strengths

Strengths include the following:

Curriculum and Instruction:

- Monitored and assessed curriculum alignment and instruction using district-developed assessments consistently across all campuses.
- Provided specific, structured lessons and resources in Schoology to strengthen first-time instruction.
- Provided teachers with TEKS-based materials designed to ensure rigor, relevance, and engagement.
- Provided 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 expand College Academy to all 12 high schools affording students the opportunity to graduate from high school and earn an Associate’s of Science degree simultaneously.
- Completed the second year of a blended learning initiative in secondary mathematics to increase engagement, differentiation, student discourse, rigor, and use of classroom devices.
- Facilitated a New Teacher Academy for elementary and secondary ELAR teachers to provide support and build content knowledge.
- Facilitated a District-wide PLC for elementary ELAR to share expertise and work collaboratively to improve teaching skills and academic performance of students.
- Provided Schoology training to staff (teachers, administrators and paraeducators) over the summer and provided continued support throughout the school year.
- Offered the Digital Learning Conference to over 6000 teachers and administrators with over 55 unique sessions with local and nationally renowned speakers.

Career and Technical Education:

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

Gifted and Talented:

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

Educational Support Services:

- Highly qualified individuals committed to providing student support in the areas of special education, psychological, dyslexia, and language acquisition.
- Ability to problem solve with campuses and departments to better support students.

Parent and Community Engagement

Parent and Community Engagement Summary

Areas of need include:

Communication

- Bolster web coverage to allocate more time and resources toward new site launch
- Technical training for photography editing and touch-ups
- Support Remind implementation with teachers/principals
- Restructure department and evaluate positions and responsibilities in order to integrate video production into day-to-day operations
- Develop branding standards for consistency in videos

Community Engagement

- Additional support for campus volunteer liaisons
- Improved communication with PTOs/Adopt-a-school partners
- Ongoing development of business partner/volunteer relationships

Community Programs

- Continued staff development, including mentoring and shadowing opportunities, for Club Rewind and ELC staff
- Full implementation of Pre-K curriculum at ELCs
- Recruitment and retention of staff members to hire strong and maintain consistency in staffing
- Increased enrollment in Club Rewind and the ELCs

Title I Parent and Family Engagement:

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

Parent and Community Engagement Strengths

Strengths include the following:

Communication

- Growth in audience across all social media platforms
- Increased production and photography assets from High School Journalism Network
- Increase in email contacts and opt-ins for SMS emergency notifications

- Growth in audience for SchoolMessenger Best Practices trainings
- Enhanced efficiency and safety in scanning / tracking ISC building visitors
- Increase in processes and procedures for effective live broadcasting of board meetings and events
- Integration of high school AVP students and staff for district video programming

Community Engagement

- Increased District-wide use of #CFISDspirit marketing slogan and incorporation of print media advertisements on CFISD website banner and social media
- Fostering business partner relationships and community support
- Sustained, significant fundraising for CFEF at Superintendent's Fun Run

Community Programs

- Strong leadership teams to lead each area of Community Programs
- Professionalism and quality customer service with staff, students, parents and community members
- Sound practices to ensure fiscal responsibility

Title I Parent and Family Engagement:

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

District Context and Organization

District Context and Organization Summary

Areas of need include the following:

Business and Finance:

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

Support Services:

- Transportation Services: Salary review for Transportation employees (recent survey has us near the bottom in hourly rates for drivers, attendants, technicians, and office staff).
- Transportation Services: Increased allocation for technicians for Transportation (current technician to vehicle ratio is 1:66 - industry standard is 1:25).
- Nutrition Services: Salary review for ancillary workers.
- Nutrition Services: Renovation of aging facilities.
- Nutrition Services: Campus staff support for grab and go breakfast.
- Procurement Services: Continue support staff development/training for TASBO certification and recertification.
- Procurement Services: Review current job functions and responsibilities of internal support staff to re-align with district's mission, vision and goals.
- Procurement Services: Online purchase system/portal for contracted suppliers - eFinance punchout and other online marketplace software. Single point/centralized purchase for contracted suppliers through an online portal to reduce spend on non-contracted suppliers.

Facilities and Construction:

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

District Context and Organization Strengths

Strengths include the following:

Business and Finance:

- Moody’s Investor Services and Standard & Poor’s affirmed the District’s underlying bond ratings of Aa1 and AA, respectively.
- District’s operating fund balance exceeds 53% 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 \$1.496 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).
- Remarketed variable rate bonds at a rate of 1.25%.
- Sold \$389.2M Series 2019A bonds at all-in true interest cost of 2.79%.
- One of only 2 districts to earn a five-star rating from Texas Smart Schools for all ten years of the program.

Support Services:

- Transportation Services: New school bus purchases decreased average bus age in fleet from 10.1 to 9.1 years.
- Transportation Services: Retention rate increased by 7% for 2019-2020 school year
- Transportation Services: Named “No Place for Hate” campus for third year in a row.
- Nutrition Services: Strong level of commitment from existing staff.
- Nutrition Services: Continued strong participation at Curbside CONNECT.
- Nutrition Services: Received TASBO Purchasing Award of Merit-Recognized Status for exemplary purchasing operations.
- Procurement Services: The level of communication on standardized processes and procedures to the CFISD staff community has improved compared to last year, with the issuance and dissemination of regular newsletters that include pertinent purchasing information to the DLT level and support staff in purchasing related roles.
- Procurement Services: Increase in purchasing related staff training and certifications.

Facilities and Construction:

- Developed an implementation plan for projects approved in the 2019 Bond referendum.
- Implementation of Phase VI of the 2014 Bond Program and Phase 1 of the 2019 Bond Program.
- Completion of the ARC Technology Archiving solution to collect, scan, import, organize, analyze and tag all the associated facilities information for easier access through cloud-based software and mobile applications.
- 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.
- Implementation of the Campus Energy Education Program (CEEP) at elementary campuses.
- Improved Operations Department protocols to strengthen standard and emergency protocols.
- Development of furniture standards for secondary campuses creating a flexible learning environment supporting a 21st century learning.

Technology

Technology Summary

Areas of need include:

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

Technology Strengths

Strengths include the following:

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 factors and/or waivers

Goals

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

Performance Objective 1: Achieve or exceed state accountability standards.

Evaluation Data Sources: STAAR Data

Strategy 1: Work with campuses to increase the rigor of instruction so that all students perform at the highest levels. Strategy's Expected Result/Impact: Meet or exceed the number of students earning Meets or Masters on STAAR in 2018-19. Staff Responsible for Monitoring: All coordinators in STAAR tested areas (ELA, math, science, and social studies)	Formative Reviews		
	Nov	Feb	May
Strategy 2: Work with campuses to support and train teachers on providing virtual and Face-to-Face instruction simultaneously. Strategy's Expected Result/Impact: Increase the number of students who are fully engaged in school and on track for receiving credit in all courses. Staff Responsible for Monitoring: All coordinators Instructional Technology Curriculum Directors	Formative Reviews		
	Nov	Feb	May
Strategy 3: Implement the Monitor Schools process. Strategy's Expected Result/Impact: All campuses earn an overall rating of 80 points or higher. Staff Responsible for Monitoring: Assistant Superintendent of School Improvement and Transformation	Formative Reviews		
	Nov	Feb	May
Strategy 4: Train campus and district administrators on the state accountability system with a focus on the importance of Meets and Masters STAAR performance. Strategy's Expected Result/Impact: Meet or exceed the number of students earning Meets or Masters on STAAR in 2018-19. Staff Responsible for Monitoring: Assistant Superintendent of District Improvement and Accountability	Formative Reviews		
	Nov	Feb	May
Strategy 5: SPECIAL EDUCATION: Continue to collaborate with general education coordinators and coaches to support implementation of curriculum accommodations. Strategy's Expected Result/Impact: Higher student performance on STAAR and student grades for both face-to-face and CFISD Connect students. Staff Responsible for Monitoring: Director of Special Education	Formative Reviews		
	Nov	Feb	May
Strategy 6: SPECIAL EDUCATION: Improve student outcomes by continuing to develop teachers' knowledge and implementation of Standards Based IEPs. Strategy's Expected Result/Impact: Increase performance on STAAR by 1%. Staff Responsible for Monitoring: Director of Special Education	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR Data

<p>Strategy 1: ELEMENTARY READING/ELA: Curriculum Conversations will be provided for each unit to train teachers on targeted reading instruction that allows teachers to respond to students' immediate needs day to day. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: ELEMENTARY READING/ELA: Train on reading data review and its use in structuring reteach opportunities for struggling students. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: ELEMENTARY READING/ELA: Provide grade level share sessions focused on gathering teacher feedback to strengthen curriculum for face to face and connect students using Schoology. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 4: ELEMENTARY READING/ELA: Provide writing training on specific strategies to enhance informational writing for 3rd and 4th grade teachers. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 5: ELEMENTARY READING/ELA: Provide elementary writing scoring training for all new 4th grade teachers. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 6: ELEMENTARY WRITING: Train on writing data review and its use in structuring reteach opportunities for struggling students. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 7: ELEMENTARY WRITING: Grade level share sessions will be provided to gather teacher feedback to strengthen curriculum for face to face and connect students using Schoology. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 8: SECONDARY READING/ELA: Focus on differentiation strategies and selecting text at appropriate and increasingly complex levels during professional development and planning sessions.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinators</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 9: SECONDARY READING/ELA: Analyze samples of student work at the campus to inform first-time instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinators</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 10: SECONDARY READING/ELA: Provide model lessons as professional development for secondary English/language arts teachers.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinators</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 11: SECONDARY READING/ELA: Provide ongoing training and support to deepen understanding of the new ELAR TEKS to foster vertical alignment in grades 6-12, and ensure instruction is at the appropriate level of rigor.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinators</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 12: SECONDARY WRITING: Train and model how to provide actionable and differentiated feedback through individual and small group writing conferences, including writing tips and strategies to improve editing and revising.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinators</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 13: MATH: Implement professional development focusing on math TEKS (grades K-12).</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Elementary and Secondary Math Coordinators</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 14: 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> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Elementary and Secondary Math Coordinators</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 15: MATH: Provide blended learning training to support the implementation of 8 student computers and bring your own technology in the math classroom.</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Elementary and Secondary Math Coordinators</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 16: SCIENCE: Implement professional development focusing on science TEKS (grades K-12).</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19.</p> <p>Staff Responsible for Monitoring: Elementary and Secondary Science Coordinators</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 17: SCIENCE: 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. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Elementary and Secondary Science Coordinators</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 18: ELEMENTARY SCIENCE: Provide opportunities in the curriculum for teachers to review previously taught concepts and work in small groups with students throughout the year. Follow up with teacher training. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Elementary Science Coordinators</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 19: SECONDARY SCIENCE: Provide blended learning training to support the implementation of 8 student computers and bring your own technology in the math classroom. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Secondary Science Coordinators</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 20: SOCIAL STUDIES: Provide professional development focusing on effective reading strategies and literacy-based instruction. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Social Studies Coordinator</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 21: SOCIAL STUDIES: Provide professional development focusing on instructional strategies for EL learners; model vocabulary enrichment strategies in workshops; and use DPM/district data to determine curriculum needs. Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19. Staff Responsible for Monitoring: Social Studies Coordinator</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 22: GIFTED AND TALENTED: Provide opportunities for gifted and talented students to accelerate in areas of strength through events such as (but not limited to): HORIZONS Showcase, Destination Imagination, and campus showcases. Strategy's Expected Result/Impact: Improve programming and opportunity for GT students. Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 23: HEALTH SERVICES: Provide a coordinated school health program. Collaborate with Local School Health Advisory Council (LSHAC) to review data and update/maintain the coordinated school health program. In grades K-5 students will participate in CATCH. Students receiving physical education credit in grades 3-12 participate in the FITNESSGRAM fitness assessment. Strategy's Expected Result/Impact: Campus participation in CATCH, Healthy and Wise, and FITNESSGRAM. Staff Responsible for Monitoring: Elementary and Secondary Health/PE Coordinators Director of Health Services</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 24: TRANSITION SERVICES: The district will support pre-kindergarten students in their transition to kindergarten by implementing full day pre-K. Strategy's Expected Result/Impact: Successful implementation Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Primary Coordinator Elementary Principals</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 25: TRANSITION SERVICES: The district will support students transitioning from 5th grade to 6th grade through curricular alignment and implementation of the "In the Middle" program on middle school campuses (pilot).</p> <p>Strategy's Expected Result/Impact: Increase middle school STAAR scores by 1% or higher</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Middle School Curriculum & Instruction</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 26: TRANSITION SERVICES: The district will support students transitioning from 8th grade to 9th grade through curricular alignment and with Algebra Camp.</p> <p>Strategy's Expected Result/Impact: Increase high school STAAR/EOC scores by 1% or higher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of High School Curriculum & Instruction</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 27: TRANSITION SERVICES: The district will support students transitioning from high school to post-secondary education through the placement of college and career specialists on high school campuses and expansion of College Academy.</p> <p>Strategy's Expected Result/Impact: Increase in number of students participating in College Academy</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Advanced Academics</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 28: DYSLEXIA SERVICES: The district will implement a plan to evaluate, identify, and provide vertically aligned support for students with dyslexia</p> <p>Strategy's Expected Result/Impact: Students with a need for dyslexia will be identified and services provided.</p> <p>Staff Responsible for Monitoring: Director of Dyslexia</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 29: SPECIAL EDUCATION: Continue to provide professional development (both virtual and face-to-face) to help all teachers and administrators better understand the functions of specialized instruction.</p> <p>Strategy's Expected Result/Impact: A better understanding of specialized instruction and the flow from assessment to goals and outcomes will increase student achievement.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 30: SPECIAL EDUCATION: Continue to offer a variety of professional development opportunities both virtual and face-to-face to general and special education teachers focused on best practices associated with academic and behavioral needs identified in the students' IEP.</p> <p>Strategy's Expected Result/Impact: On-going staff development will be offered, and teacher feedback gathered.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 31: SPECIAL EDUCATION: Set target goals to increase passing rates for students with disabilities on STAAR.</p> <p>Strategy's Expected Result/Impact: Increase performance by 1% or higher.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 32: ENGLISH LEARNERS: The curriculum and instruction department along with the office of English Learners will provide teacher training on the implementation of the ELPS and provide campuses with EL coaching/planning support for bilingual teachers, as requested.</p> <p>Strategy's Expected Result/Impact: Teachers will use linguistic accommodations to increase the number of students reaching meets and masters on STAAR and Advanced High on TELPAS</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative Reviews		
	Nov	Feb	May

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

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

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

Evaluation Data Sources: Local Assessments

<p>Strategy 1: ELEMENTARY READING/ELA: Curriculum Conversations will be provided for each unit to train teachers on targeted reading instruction that allows teachers to respond to students' immediate needs day to day.</p> <p>Strategy's Expected Result/Impact: Increase students' scores on reading assessments district-wide.</p> <p>Staff Responsible for Monitoring: Primary Coordinator Elementary ELAR Coordinator Elementary Director</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: ELEMENTARY READING/ELA: Train on reading data review and its use in structuring reteach opportunities for struggling students.</p> <p>Strategy's Expected Result/Impact: Increase students' scores on reading assessments district-wide.</p> <p>Staff Responsible for Monitoring: Primary Coordinator Elementary ELAR Coordinator Elementary Director</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: ELEMENTARY READING/ELA: Provide grade level share sessions focused on gathering teacher feedback to strengthen curriculum for face to face and connect students using Schoology.</p> <p>Strategy's Expected Result/Impact: Increase students' scores on reading assessments district-wide.</p> <p>Staff Responsible for Monitoring: Primary Coordinator Elementary ELAR Coordinator Elementary Director</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 4: ELEMENTARY MATH: Implement professional development focusing on math TEKS.</p> <p>Strategy's Expected Result/Impact: Increase students' scores on math assessments district-wide.</p> <p>Staff Responsible for Monitoring: Primary Coordinator Elementary Math Coordinator Elementary Director</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 5: ELEMENTARY MATH: Provide grade level share sessions focused on gathering teacher feedback to strengthen curriculum for face to face and connect students using Schoology.</p> <p>Strategy's Expected Result/Impact: Increase students' scores on math assessments district-wide.</p> <p>Staff Responsible for Monitoring: Primary Coordinator Elementary Math Coordinator Elementary Director</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Graduation rate records

<p>Strategy 1: The district provides the following strategies to middle school and high school students, their teachers, counselors and parents to provide information about the following:</p> <p>Higher education admissions and financial aid opportunities and the TEXAS grant program and the Teach for Texas grant program. Strategies Include: College Night, Parent Nights (each grade level), 8th Grade Advisory, Sophomore Conferences, Junior Conferences, Senior Conferences, Classroom Guidance, PACE Presentations, and Financial Aid Night.</p> <p>The need for students to make informed curriculum choices to be prepared for success beyond high school. Strategies Include:</p> <ol style="list-style-type: none"> 1. Update, revise, and facilitate annually the 8th grade Advisory curriculum on Foundation + Endorsement ensuring that the content is delivered to all 8th grade students and results in the completion of a four-year plan. 2. Facilitate annually the Junior Achievement Inspire event where 8th graders engage with business partners to experience career options in the community, learn about soft skills and job interview strategies, and explore job opportunities in each endorsement area. 3. Update, revise, and offer the PACE course (Personal, Academic, and Career Exploration) to all ninth graders as a HS transition course. 4. Implement the use of the career exploration tool Xello. <p>Sources of information on higher education admissions and financial aid. Strategies Include: Facilitate Funding Your Future, College Knowledge Week, and Where are you Going? ensuring students have information regarding college admission and financial aid.</p> <p>Strategy's Expected Result/Impact: Increase graduation rates by .1 to 1%. Four- year plans completed for all 8th grade students. Equip all 9th grade students with information to ensure success in high school and choices beyond.</p> <p>Staff Responsible for Monitoring: Director of Guidance and Counseling Director of High School Curriculum and Instruction Director of Middle School Curriculum and Instruction Director of Advanced Academics High school and middle school principals and counselors College and Career Specialists</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: COLLEGE & CAREER READINESS: Promote college and career readiness by administering PSAT to all 10th graders and SAT to all 11th graders.</p> <p>Strategy's Expected Result/Impact: Increase the number of underrepresented populations in upper-level course by 2%.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics Director of Testing</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 3: COLLEGE & CAREER READINESS: Expand College Academy to a fourth and graduating cohort at Cypress Lakes, third cohorts at Cypress Park, Cypress Woods, Cypress Ridge, and Langham Creek, second cohorts at Cypress Springs, Jersey Village, Cypress Creek, Cypress Falls, and Cy-Fair, and a first cohort at Bridgeland and Cypress Ranch.</p> <p>Strategy's Expected Result/Impact: Students who complete 4-year College Academy program will earn an Associate degree upon graduation from high school.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics College Academy Coordinator</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 4: GRADUATION RATE: Support deficient students and those who need to pass state assessments to meet graduation requirements.</p> <p>Strategy's Expected Result/Impact: Increase graduation rates by .1 to 1%</p> <p>Staff Responsible for Monitoring: Director of High School Curriculum & Instruction Personalized Learning Recovery Specialist</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 5: 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. (2)Begin on-campus services such as counseling and teen parenting classes involving special education staff as applicable. (3)Coordinate with students' teachers to prepare materials for home bound instruction, including access to textbooks and/or alternatives for courses difficult to duplicate in a home environment. (4)Notify CEHI staff of actual delivery date or if CEHI is needed before then due to prenatal issues. (5)Complete instruction in courses during home bound period and report attendance and grades to campus staff. (6)Ensure PEIMS coding accurately reflects the period of PRS.</p> <p>Strategy's Expected Result/Impact: Increase services provided and the timeliness of services.</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education CTE Counselors</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 6: STUDENT SERVICES: Implementation of an on-going Dropout Recovery Plan at each secondary campus.</p> <p>Strategy's Expected Result/Impact: A structured plan for dropout recovery at each secondary campus and/or an increase in entries that document recovery efforts within the Dropout Tracking System.</p> <p>Staff Responsible for Monitoring: Director of Student Services/Admissions District Attendance Officers Campus Dropout Recovery Specialist</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 7: STUDENT SERVICES: Identification and support for homeless students through itinerant counselors, Mission of Yahweh, T.A.P. Camp (tentative) and summer school scholarships.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Admissions District Homeless Liaison</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 8: STUDENT SERVICES: Identification and support for students in the conservatorship of the State of Texas (foster care).</p> <p>Strategy's Expected Result/Impact: Foster care students' enrollment, attendance, and meal service</p> <p>Foster care students' transportation request, as needed.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Admissions District Foster Care Liaison</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 9: SPECIAL EDUCATION: Monitor and evaluate learning outcomes for students who receive special education services in the core content areas each grading period to ensure students receiving face-to-face or CFISD Connect instruction are meeting passing standards.</p> <p>Strategy's Expected Result/Impact: Focused monitoring on the core content areas will increase the passing rates of students with disabilities in those classes.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 10: SPECIAL EDUCATION: Implement the option for grade repair for students receiving special education services at the high school level each grading period.</p> <p>Strategy's Expected Result/Impact: Increase graduation rates for students with disabilities by .1 to 1%.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 11: ENGLISH LEARNERS: Provide an accelerated language acquisition program at the New Arrival Centers to ensure immigrant students are receiving credit opportunities to graduate.</p> <p>Strategy's Expected Result/Impact: Increase the number of English Learners who graduate by .1 to 1%.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: CTE certificate data

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

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

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

Evaluation Data Sources: Course enrollment data

<p>Strategy 1: Increase the number of underrepresented student groups (African American, Hispanic, and economically disadvantaged) in dual credit, advanced placement, and K-level courses.</p> <p>Strategy's Expected Result/Impact: 1% enrollment increase in each student group on advanced, dual, or K-level courses.</p> <p>Staff Responsible for Monitoring: Director of High School Curriculum & Instruction Director of Advanced Academics College and Career Specialists</p>	Formative Reviews		
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Evaluation Data Sources: STAAR, program evaluations

<p>Strategy 1: Ensure that all students attending campuses with high percentages of children from low-income families meet challenging state academic standards. (Title I)</p> <p>Strategy's Expected Result/Impact: Meet or exceed districtwide STAAR scores from 2018-19 in Title I schools.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p> <p>Funding Sources: Professional Development: SIBME - 211 - Title 1 - \$136,000, District-wide Parent Involvement (Reading, Math, Science, Connect Newsletters) - 211 - Title 1 - \$7,000, Transportation for Foster Care - 211 - Title 1 - \$30,000, Homeless Allocation for Intenerate Counselors (payroll, travel, supplies, student scholarships, TAP Camp, Mission of Yeaweh) - 211 - Title 1 - \$180,000, Mobile Library - 211 - Title 1 - \$25,000, Intensive Campus Interventions - 211 - Title 1 - \$490,700, Professional Development: Reading Transitional Specialists - 211 - Title 1 - \$165,000, Mini-Grants for Intense Intervention - 211 - Title 1 - \$250,000, Administrative Support: temporary workers, extra duty, SMORES, Title I CRATE, coaches travel - 211 - Title 1 - \$60,000, Professional Development: Blended Learning - 211 - Title 1 - \$70,000, Middle School Transition Camp (Bridge) - 211 - Title 1 - \$55,000, Temporary Worker: Behavior Interventionist - 211 - Title 1 - \$70,000, PNP Contracted Services (Catapult) - 211 - Title 1 - \$5,136, Coaches - 211 - Title 1 - \$2,647,302, Camp Summit - 211 - Title 1 - \$1,500,000, Interpreter fees for Parent and Family Engagement Resources - 211 - Title 1 - \$16,000, Professional Development: ICLE Monitor Schools - 211 - Title 1 - \$340,000</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Provide staff development to elementary and secondary teachers and principals focused on content area curriculum to improve student achievement. (Title II)</p> <p>Strategy's Expected Result/Impact: Increase the knowledge of teachers and principals in the content area curriculum.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction</p> <p>Funding Sources: Professional and contracted services - Title II - \$988,923, Supplies and materials - Title II - \$300,000, Payroll costs - Title II - \$1,963,871, Other operating costs (travel) - Title II - \$20,000</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Support language acquisition and academic content for English Learners. (Title III LEP)</p> <p>Strategy's Expected Result/Impact: Increase numbers of students making at least one year of growth on the Texas English Language Proficiency Assessment System (TELPAS) by 1%.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p> <p>Funding Sources: Other operating costs - 263 - Title III - \$10,000, Payroll costs - 263 - Title III - \$1,236,334, Professional and contracted services - 263 - Title III - \$50,000, Supplies and materials - 263 - Title III - \$234,781</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 4: Support language acquisition and academic content for immigrant students. (Title III Immigrant)</p> <p>Strategy's Expected Result/Impact: Increase numbers of students making at least one year of growth on the Texas English Language Proficiency Assessment System (TELPAS) by 1%.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p> <p>Funding Sources: Supplies and materials - Title III Immigrant - \$55,438, Payroll costs - Title III Immigrant - \$603,502, Professional and contracted services - Title III Immigrant - \$10,000, Other operating costs - Title III Immigrant - \$5,000</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 5: Provide students with a well rounded education, support safe and healthy students, and support the effective use of technology. (Title IV)</p> <p>Strategy's Expected Result/Impact: Increase student engagement in programs funded through Title IV by 1%, fund positions for the district's mental health team.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p> <p>Funding Sources: Professional and contracted services - Title IV - \$152,700, Other operating costs - Title IV - \$38,534, Payroll costs - Title IV - \$1,174,831, Supplies and materials - Title IV - \$206,963</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 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)</p> <p>Strategy's Expected Result/Impact: Increase number of industry certificates earned by 2%.</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p> <p>Funding Sources: Capital outlay - CTE: Carl Perkins Grant - \$120,000, Supplies and materials - CTE: Carl Perkins Grant - \$750,537, Professional and contracted services - CTE: Carl Perkins Grant - \$73,000, Payroll costs - CTE: Carl Perkins Grant - \$155,000</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 7: Provide supplemental support for high costs needs of students with disabilities. (Individuals with Disabilities Education Act)</p> <p>Strategy's Expected Result/Impact: Students are given a free appropriate public education (FAPE).</p> <p>Staff Responsible for Monitoring: Director of Special Education</p> <p>Funding Sources: Supplies and materials - SPED: IDEA C Early Childhood Intervention Deaf - \$194, Payroll Costs - SPED: IDEA B - \$9,583,611, Supplies and Materials - SPED: State Deaf - \$515, Supplies and materials - SPED: IDEA B Discretionary Deaf - \$31,000, Payroll Costs - SPED: State Deaf - \$1,403,640, Payroll Costs - SPED: IDEA B Preschool - \$213,652, Payroll Costs - SPED: IDEA C Early Childhood Intervention Deaf - \$6,046, Professional and Contracted Services - SPED: IDEA B - \$4,244,618, Payroll costs - SPED: IDEA B Discretionary Deaf - \$130,000, Professional and contracted services - SPED: State Deaf - \$800, Professional and contracted services - SPED: IDEA B Discretionary Deaf - \$37,700, Capital Outlay - SPED: IDEA B - \$52,900, Other operating costs - SPED: State Deaf - \$350, Other operating costs - SPED: IDEA B Discretionary Deaf - \$27,278, Supplies and materials - SPED: IDEA B Preschool - \$60,059, Other operating costs - SPED: IDEA B - \$463,580, Supplies and Materials - SPED: IDEA B - \$3,720,786</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 8: Provide support for students in a special education program. (Special Allotment: Special Education)</p> <p>Strategy's Expected Result/Impact: Students receiving special education services meet their individualized IEP academic goals.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 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)</p> <p>Strategy's Expected Result/Impact: Increase STAAR performance of students at-risk of not graduating by 1% and their graduation rates by .1 to 1%.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Staff, Alternative Learning Center Administration</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 10: Enable English Learners/Limited English Proficiency students to become competent in listening, speaking, reading and writing the English language. (Special Allotment: Bilingual Education)</p> <p>Strategy's Expected Result/Impact: At least one year's progress on TELPAS.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative Reviews		
	Nov	Feb	May

Strategy 11: Provide career and technical education programs. (Special Allotment: Career and Technology Education) Strategy's Expected Result/Impact: Increase in number of students earning industry certificates by 2%. Staff Responsible for Monitoring: Director of Career and Technology	Formative Reviews		
	Nov	Feb	May
Strategy 12: Provide support for students receiving Dyslexia services. (Special Allotment: Dyslexia) Strategy's Expected Result/Impact: Students will meet their individual reading level targets. Staff Responsible for Monitoring: Director of Dyslexia	Formative Reviews		
	Nov	Feb	May
Strategy 13: Provide full day Pre-Kindergarten. (Special Allotment: Early Education) Strategy's Expected Result/Impact: Students will enroll in full day Pre-Kindergarten and enter Kindergarten with the prerequisite skills. Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction	Formative Reviews		
	Nov	Feb	May
Strategy 14: 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. Strategy's Expected Result/Impact: All federal requirements are met Staff Responsible for Monitoring: Director of Federal Programs and Grants	Formative Reviews		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

Evaluation Data Sources: Discipline Data

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

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

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

Evaluation Data Sources: Number of PBIS Campuses

<p>Strategy 1: STUDENT SERVICES: Expand implementation of Positive Behavior Intervention and Support (PBIS) process at all CFISD campuses.</p> <p>Strategy's Expected Result/Impact: Increase the number of PBIS campuses to 100%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Elementary Classroom Management Consulting Teachers</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: OSS Data

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

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

Performance Objective 4: Student Services: Expand the designation of No Place for Hate (NPFH) to all CFISD campuses (Violence Prevention).

Evaluation Data Sources: No Place for Hate Data

<p>Strategy 1: STUDENT SERVICES: Expand implementation of No Place for Hate at all CFISD campuses as stated in the Board of Trustees Equity and Diversity Resolution</p> <p>Strategy's Expected Result/Impact: Increase the number of comprehensive campuses registering with the ADL for NPFH to 100% Increase the number of comprehensive campuses earning the NPFH Designation to 100%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Elementary Classroom Management Consulting Teachers Campus Staff</p>	Formative Reviews		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Performance Objective 5: CFISD Police Department: The CFISD Police Department is responsible for maintaining a safe and secure learning environment for all the students, staff, and visitors of CFISD. The Police Department will meet the safety and security objectives by working with other district departments in implementing the districts comprehensive Safety and Security Plan. The Police Department will obtain the objective via the strategies listed below.

Evaluation Data Sources: Safety Data

<p>Strategy 1: Maintain effective police K-9 program to prevent/reduce the number of illicit drugs and weapons found on campus .</p> <p>Strategy's Expected Result/Impact: Decrease number of finds of illegal and illicit drugs found at campuses across district. Reduce number of disciplinary referrals for students in possession of narcotics and/or weapons.</p> <p>Staff Responsible for Monitoring: Uniformed Services Lieutenants, K-9 Sergeant</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Mental Health Officer Program to increase mental health awareness for students, parents, and staff. Work with Mental Health Intervention Team to accomplish objective.</p> <p>Strategy's Expected Result/Impact: Improve awareness of mental health crisis with students.</p> <p>Increase support for students dealing with mental health issues/concerns.</p> <p>Staff Responsible for Monitoring: Uniformed Service Lieutenants, Mental Officer Sergeant, (Command Staff Support as needed)</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Maintain or reduce response time to emergencies.</p> <p>Strategy's Expected Result/Impact: Improve/maintain a 6 minute or less response time to emergency calls for service within the district.</p> <p>Staff Responsible for Monitoring: Communications Sergeant and Lieutenant</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 4: Ensure compliance with Texas Education Code for safety and security of all campuses/facilities.</p> <p>Strategy's Expected Result/Impact: Complete a minimum of 40 safety and security audits as required by the Texas Education Code. The audits ensure compliance with maintaining campus safety plans, drills and intruder assessments for each campus.</p> <p>Staff Responsible for Monitoring: Director of Emergency Management</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 5: SB 1707: Monitor implementation of the changes made pursuant to SB 1707 as referenced in CKE (LOCAL).</p> <p>Strategy's Expected Result/Impact: Comply with state law requirements</p> <p>Staff Responsible for Monitoring: General Counsel, Chief of Police and Associate superintendent for Human Resources and Student Services.</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 6: Guidance and Counseling: Provide guidance and counseling to students that meet the needs of all students including those receiving special services.

Evaluation Data Sources: Counseling Data

<p>Strategy 1: Increase teacher, student, and parent awareness of issues regarding sexual abuse of children as required by HB 1041. Review curricula to identify existing instruction on this topic, and add objectives as warranted. Provide training for staff. Continue involving and informing parents via letters and internet postings.</p> <p>Strategy's Expected Result/Impact: Training provided to staff, review of curricula, and information provided to parents.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Address issues related to education about the prevention of dating violence as required by HB 121. Implement board policy FFH (Local). Provide awareness education to students and parents through multiple sources (i.e. counselor information sheets, the district website, and school publications.)</p> <p>Strategy's Expected Result/Impact: Awareness education provided to students and parents.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Ensure that the counselor's role retains focus on implementation of the Comprehensive School Counseling Program and assists students to develop the skills they need to enhance their personal, social, emotional, and career development.</p> <p>Address trauma resolution for students who have experienced natural disasters, health crisis, military tragedy, etc.</p> <p>Facilitate the campus staff's ability to detect warning signs of students who may be candidates for suicide or victims of child abuse.</p> <p>Address the following as needed: conflict resolution (Kelso Conflict Resolution Program), self-confidence, motivation to achieve, decision making, goal setting, planning, interpersonal effectiveness, effective communication skills, cross-cultural effectiveness, and responsible behavior.</p> <p>Recognize students displaying early warning signs and have a possible need for early mental health or substance intervention.</p> <p>Provide faculty and staff with annual training on human trafficking prevention.</p> <p>Strategy's Expected Result/Impact: Training provided to staff via multiple modalities and number of students seen by the counselor.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 4: Senate Bill 11: We will train our staff on grief and trauma informed care. The district will increase the awareness of trauma informed care for staff and students. We will also provide counseling options for students affected by trauma or grief. Implement CFISD Board Policy FFBA.</p> <p>Strategy's Expected Result/Impact: Training provided to staff, review of curricula, and information provided to parents.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 5: HB 18: We will train all principals on the Comprehensive School Counseling Program.</p> <p>Strategy's Expected Result/Impact: Training and supplemental documents provided.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 6: Increase involvement in P.B.I.S. and educate elementary students on post-secondary programs.</p> <p>Strategy's Expected Result/Impact: Promote a "well-being" climate by establishing multiple initiatives to promote a positive school culture.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 7: HB 111: All staff will be trained on sexual abuse, sex trafficking, and maltreatment of children. All staff will be trained annually. CFISD Board Policy FFG.</p> <p>Strategy's Expected Result/Impact: Training and supplemental documents provided.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors</p>	Formative Reviews		
	Nov	Feb	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 7: Psychological Services: Work with teachers and administrators at all campuses to support the emotional and behavioral needs of students and families.

Evaluation Data Sources: Psychological Services Data

<p>Strategy 1: PSYCHOLOGICAL SERVICES: Provide emotional and behavioral supports to students through consultation with campuses and families and/or direct intervention to identified students.</p> <p>Strategy's Expected Result/Impact: Improved emotional and behavioral functioning in the classroom/school environment for students and staff.</p> <p>Staff Responsible for Monitoring: Director of Psychological Services</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: PSYCHOLOGICAL SERVICES: Collaborate with other departments to support campuses in providing a safe environment and promoting the positive development of student social, emotional and behavioral needs.</p> <p>Strategy's Expected Result/Impact: Increased collaboration among departments related to the development of positive student social, emotional and behavior interactions across all campuses.</p> <p>Staff Responsible for Monitoring: Director of Psychological Services</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: PSYCHOLOGICAL SERVICES: Provide training, guidance and supports for psychological service providers in the area of remote counseling service delivery to support CFISD Connect students.</p> <p>Strategy's Expected Result/Impact: Improve psychological services staff's ability to provide direct psychological services and address IEP goals as appropriate to identified students who attend school virtually through CFISD Connect.</p> <p>Staff Responsible for Monitoring: Director of Psychological Services</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 4: PSYCHOLOGICAL SERVICES/MHIT PSYCHOLOGISTS: Train district mental health professionals (i.e., counselors, Youth Services Specialists, Psychological Services Providers/Interns) in the areas of individual and group crisis prevention/intervention/response.</p> <p>Strategy's Expected Result/Impact: Improved staff ability to prevent or mitigate psychological damage from a crisis event.</p> <p>Staff Responsible for Monitoring: Director of Psychological Services</p>	Formative Reviews		
	Nov	Feb	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Human Resources: Increase the 2020-2021 substitute teacher fill rate to 100%.

Evaluation Data Sources: Substitute Fill Rate Data

<p>Strategy 1: * Survey substitute teachers to identify why substitute teachers are not accepting jobs. * Review fill rates for local districts. * Review substitute pay. * Develop a targeted recruitment and engagement strategy for substitutes.</p> <p>Strategy's Expected Result/Impact: Consistent increase in daily fill rate. Minimum district daily fill rate of 75%. Targeted district fill rate of 100%.</p> <p>Staff Responsible for Monitoring: Chief of Employee and Student Services Assistant Superintendent of Human Resources HR Substitute Staffing Team</p>	Formative Reviews		
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Evaluation Data Sources: Recruitment Data

<p>Strategy 1: Recruit, inform, and present district leadership opportunities and information to all stakeholders.</p> <p>Increase the number of applications to the various leadership institutes offered by seeking continued involvement from school leaders.</p> <p>Strategy's Expected Result/Impact: Leadership opportunities presented to stakeholders. Increased participation in various leadership institutes.</p> <p>Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents, School Leadership, Professional Learning Department, Leadership Development Continuum Committee, School Leadership Advisory Committee</p>	Formative Reviews		
	Nov	Feb	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

Evaluation Data Sources: Leadership Data

<p>Strategy 1: The School Leadership team and School Leadership Advisory Committee will work with The National Leadership Academy in conjunction with the Wallace Foundation to modify our Leadership Framework in our district pipeline to the principalship. We will closely align the Leadership Framework with the district's Portrait of the CFISD Administrator.</p> <p>Utilizing national principal standards and trainings, add additional topics and resources to our Aspiring Administrator Institute, Aspiring Principal Institute, New Principal Institute, Principal Coaches meetings, and monthly principal meetings.</p> <p>Provide professional development and successful leadership qualities/strategies monthly at district AP meetings, principal meetings, the seven district leadership institutes, and principal coaches meetings. School Leadership, in conjunction with C&I and Student Services, provide leadership professional development at secondary assistant principal meetings. The goal and focus of our professional development are to promote equitable practices for all students.</p> <p>The School Leadership team will attend national/state trainings and endeavors to increase and enhance our leadership capacity and equity lens.</p> <p>School Leadership will represent CFISD at state and national conferences virtually sharing CFISD's Leadership Institute Series and Principal Coaching program utilized in our district's pipeline to the principalship series.</p> <p>Formal surveys are utilized at the conclusion of each month's district institutes. Surveys are received from national/state conference session participants.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for high quality training, mentoring, and leadership development</p> <p>Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents, School Leadership, Professional Learning Department, Leadership Development Continuum Committee, School Leadership Advisory Committee</p>	Formative Reviews		
	Nov	Feb	May

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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

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

Evaluation Data Sources: Communication Data

<p>Strategy 1: Maintain a comprehensive marketing plan to increase engagement and support among all CFISD stakeholders. Strategy's Expected Result/Impact: Increased campus and department initiatives to increase community awareness of the importance of a strong school district. Staff Responsible for Monitoring: Director of Marketing & Business Relations</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Maintain yearly project plan for communication and community engagement departments to include support of key district messages such as bond communication, safety and security initiatives, marketing campaign and district events, as well as school and department communication. Strategy's Expected Result/Impact: Detailed plan for key district messaging to include timeline for message distribution, strategies to increase awareness and communication resources for department and school personnel. Staff Responsible for Monitoring: Director of Communication Director of Marketing & Business Relations Assistant Superintendent for Communication and Community Relations</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Implement new communication tools to enhance and improve district and campus communication. Strategy's Expected Result/Impact: Redesigned website and implementation of Remind, improved branding, and streamlined workflow. Staff Responsible for Monitoring: Director of Communication Assistant Superintendent for Communication and Community Relations</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 4: Develop a CFISD customer service model. Strategy's Expected Result/Impact: Development of standards, training materials, and an implementation plan. Staff Responsible for Monitoring: Chief of Staff Assistant Superintendent for Communication and Community Relations Others</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Community Programs Data

Strategy 1: Evaluate the quality and profitability of all programs offered in community programs. Strategy's Expected Result/Impact: Sustained profitability in all programs. Staff Responsible for Monitoring: Director of Community Programs	Formative Reviews		
	Nov	Feb	May
Strategy 2: Evaluate the quality of staff development and curriculum in all programs offered in community programs. Strategy's Expected Result/Impact: Alignment with the district's pre-K program and improved quality of curriculum. Staff Responsible for Monitoring: Director of Community Programs	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Parent and Family Engagement Data

<p>Strategy 1: Build capacity for family and parent engagement by ensuring effective involvement of parents and to support a partnership among the school, parents and the community to improve academic achievement.</p> <p>CFISD does this by the following:</p> <ol style="list-style-type: none"> 1. By providing assistance to parents with understanding the State's academic standards and local assessment standards, and how to work with educators to improve their child's achievement; 2. Provide materials and training to help parents work with their child, such as literacy and technology training; 3. Educate teachers, principals and other staff with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents as equal partners; 4. As feasible, coordinate and integrate parent involvement programs and activities with other Federal, State and local programs; 5. Provide information to families in a uniform format in a language parents can understand (translations of CIPS); 6. Provide reasonable support for family engagement activities; 7. Involve parents in the development of training and evaluation of the PFE Policy for teachers, principals and other school staff. This will also identify barriers to greater participation by parents (on-line survey); 8. Provide necessary literary support to family and community engagement (mobile library); 9. Establish a district wide Parent Advisory Council and create, evaluate and distribute the District Parent Engagement Policy (PAC); 10. Provide various times and locations for PAC meeting and staff trainings with an interpreter and child care as needed. <p>Strategy's Expected Result/Impact: 1% to 5% increase in parent engagement on each Title I campus.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Provide parent, family, and community engagement activities to increase knowledge of school culture, academic expectations, and English proficiency.</p> <p>Strategy's Expected Result/Impact: Provide additional parental support on virtual platform as well as increase participation in ESL classes and literacy events for families.</p> <p>Staff Responsible for Monitoring: Director for Curriculum and Instruction of Special Populations</p>	Formative Reviews		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

Evaluation Data Sources: Budget Documents

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Evaluation Data Sources: Bond Documents

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

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

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

Evaluation Data Sources: LTE 1:1 Program Data

Strategy 1: Provide parent questionnaire each marking period to identify student needs. Strategy's Expected Result/Impact: Obtain measurable data for district reporting Staff Responsible for Monitoring: Assistant Director of Student Systems	Formative Reviews		
	Nov	Feb	May
Strategy 2: Provide all CFISD students with an electronic device that will support the connection to high quality district instruction and resources. Strategy's Expected Result/Impact: Work with Curriculum for phased delivery method and maintain inventory of devices Staff Responsible for Monitoring: Director of LTE 1:1 Director of Device Management	Formative Reviews		
	Nov	Feb	May
Strategy 3: Provide identified students with hotspot internet connectivity. Strategy's Expected Result/Impact: Maintain inventory of devices Staff Responsible for Monitoring: Director of LTE 1:1 Director of Device Management	Formative Reviews		
	Nov	Feb	May
Strategy 4: Deployment of a student service request system. Strategy's Expected Result/Impact: Identify and support student needs Staff Responsible for Monitoring: Director of LTE 1:1	Formative Reviews		
	Nov	Feb	May
Strategy 5: Development of a replacement cycle. Strategy's Expected Result/Impact: Work with Curriculum to develop a replacement cycle Staff Responsible for Monitoring: Director of LTE 1:1	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Technology Data

Strategy 1: Manage/Deploy Bond 2019 Projects. Strategy's Expected Result/Impact: Identify needs, purchase tools, deploy/update environment, support systems Staff Responsible for Monitoring: Director of Network Infrastructure, Director of Acquisitions, Director of Information Services, Director of Device Management	Formative Reviews		
	Nov	Feb	May
Strategy 2: Maintain/Upgrade PowerSchool Suite of products. Strategy's Expected Result/Impact: Identify needs, purchase tools, deploy/update environment, support systems Staff Responsible for Monitoring: Director of Information Services, Director of Network Infrastructure	Formative Reviews		
	Nov	Feb	May
Strategy 3: Complete all regulatory data submissions on time. Strategy's Expected Result/Impact: Follow state mandated submission calendar Staff Responsible for Monitoring: Director of Information Services	Formative Reviews		
	Nov	Feb	May
Strategy 4: Expand Cybersecurity Awareness Program. Strategy's Expected Result/Impact: Identify needs, purchase tools, deploy/update environment, support systems Staff Responsible for Monitoring: Cybersecurity Specialist and Director of Network Infrastructure	Formative Reviews		
	Nov	Feb	May
Strategy 5: Maintain Trusted Learning Seal. Strategy's Expected Result/Impact: Information updated monthly to ensure CFISD is providing evidence of practice improvements Staff Responsible for Monitoring: Cybersecurity Specialist	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Transportation Data

<p>Strategy 1: Increase A.M. on-time arrivals to an average of 95% and P.M. on-time arrivals to an average of 92%. Strategy's Expected Result/Impact: Analyze GPS data from school buses to find areas of opportunity for increased efficiency. Use data to adjust routes accordingly and work with campuses to improve unloading and loading procedures. Staff Responsible for Monitoring: Director of Transportation Services Area Directors Assistant Director Transportation Operations Assistant Director Transportation Systems and Finance</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Nutrition Services Data

<p>Strategy 1: Work with campuses, administration and staff to remove barriers to breakfast participation.</p> <p>Work with Texas Department of Agriculture and campuses to capitalize on additional opportunities to feed at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase reimbursable breakfast participation by 2%.</p> <p>Increase number of supper sites by 2.</p> <p>Staff Responsible for Monitoring: Director of Nutrition Services</p>	Formative Reviews		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 3: Support Services - Procurement Services: Implement continuous business process improvement to increase internal customer satisfaction and service level provided.

<p>Strategy 1: Implement continuous business process improvement to increase internal customer satisfaction and service level provided. Strategy's Expected Result/Impact: Increase internal customer satisfaction for better management of contracted and non-contracted suppliers and maximize internal resources (human capital and time management) allocations. Staff Responsible for Monitoring: Procurement Coordinator</p>	Formative Reviews		
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 4: Facilities and Construction: Deliver an enhanced education environment supporting high education standards and safety.

Evaluation Data Sources: Facilities and Construction Data

<p>Strategy 1: (1) Complete Phase VI of the 2014 Bond Program. (2) Complete Phase I 2014/2019 Bond combined scope projects. (3) Implement new safety and security technology facility enhancements to increase student and staff safety without compromising the 21st century learning environment.</p> <p>Strategy's Expected Result/Impact: (1) Substantial completion of projects within budget and established timelines. (2) Continuous improvement of security at campuses and support buildings.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Facilities & Construction, Directors, Project managers</p>	Formative Reviews		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 5: Facilities and Construction: Provide a safe, clean and comfortable educational environment.

Evaluation Data Sources: Facilities and Construction Data

<p>Strategy 1: (1) Acquire the appropriate technology to provide maintenance foreman remote access to digitized facilities information. (2) Continue to improve sanitizing and disinfecting protocols and maintain adequate supplies of sanitizing and disinfecting products, PPE and related equipment. (3) Continue to improve indoor air quality, following CDC and ASHREA Guidelines, to include increased treated outside air, increased air changes and improved filtration.</p> <p>Strategy's Expected Result/Impact: (1) Improved efficiency and facility support. (2) Maintain a healthy, high-quality learning and teaching environment for students and staff. (3) Reduce student absences due to illness.</p> <p>Staff Responsible for Monitoring: Director of Maintenance, Director of Operations</p>	Formative Reviews		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Evaluation Data Sources: Facilities and Construction Data

<p>Strategy 1: (1) Implement the CEEP program at all middle school campuses. (2) Increase energy savings incentives and rebates by 5%. Strategy's Expected Result/Impact: (1) Reduce energy usage, thereby lowering utility costs. (2) Implementation of CEEP program at middle schools. (3) Increase in rebate funds received. Staff Responsible for Monitoring: Director of Maintenance, Energy Manager</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Full Time Equivalents	Various	State Compensatory Education	854 (estimated)

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - “Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently.” NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Encourage student discourse/discussion including “what do you notice/wonder” and justifications.
- On a regular basis, integrate classroom Chromebooks and other student devices into the learning environment. Use the devices so that students can create, collaborate, and share their thinking.

Science

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

- ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade level TEKS expectations (K-1 = 80% of time, 2nd-3rd = 60% of time, 4th-5th = 50% of time).
- use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- analyze data using math to derive meaning, identify patterns, and discover relationships.
- engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- engage respectfully in scientific discussion by listening, speaking, reading and scientific writing.
- incorporate the use of technology when it is the most effective tool for the task.

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing instruments
- Connect singing with movements and action
- Introduce a variety of classroom rhythm and Orff instruments
- Utilize a variety of sensory modes including auditory, visual, and kinesthetic
- Design activities that allow students to demonstrate/show understanding
- Create lessons and utilize activities that develop understanding of the elements of music: rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize technology in the teaching of music
- Connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–12)

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

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)

- Maximize instructional time by developing, posting, and consistently following a schedule that supports live, two-way instruction for both face to face and remote learners.
- 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). Note: Digitizing mini-lessons is highly recommended.
- 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 all learners an opportunity to read, write, listen, speak, and critically think daily.

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.

Middle School Social Studies

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

LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- 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 - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- 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 in place 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.

2020-2021 District Writing Plan

Purpose:

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

Focus: Narrative and Informational writing units

Actions:

1. **2nd - 5th grade F2F students' samples*** will be uploaded to a specified folder when needed for instructional purposes. A variety of campuses will be selected, but the upload will be optional.
2. **3rd - 5th grade students' samples** with rubric explanations will be hung in every writing classroom for students - Success Criteria (personal narrative and informational units).
3. **2nd - 5th grade students** will analyze mentor texts during the immersion process of the unit in order to apply the strong characteristics of writing in their compositions.
4. **Student samples** will be *displayed* throughout the building by grade level and *celebrated* by campus administration.
 - Campus instructional specialists will change out the samples based on the unit.

Assessment Information:

5. **2nd, 3rd, and 5th grade January DPM writing samples with score point** to be collected and reviewed by district personnel (Coordinators, ELAR and Bilingual Coaches) and campus admin.
 - Trends and patterns within the collection will be noted and feedback provided to all **Targeted Support and Additional Targeted Support Campuses** for unit planning (number of samples determined by campus).
6. **Grade levels will be expected to upload additional samples based on the Coordinator's discretion.**

Training Information:

7. **All 3rd and 4th grade LA teachers** will attend an optional pre-recorded district training in the fall. (Dates TBD)

**The curriculum department reserves the right to ask any campus grade level to upload any try-it out, on-demands, and published pieces from any unit.*

Secondary ELAR Curriculum Department, 7 – 12

2020-21 District Writing Plan

The goal of the Secondary ELAR Department has been to communicate the interconnectedness between reading and writing, in hopes that students will make the processes within the reading-writing continuum their own as they grow and mature in their thinking and writing abilities. We believe this can best be accomplished via writing for many purposes and in various modes throughout the class period, as well as with the use of imitation and mentor texts. However, we have added to this goal the priority of addressing instructional gaps in writing from the spring 2020 semester as we support teachers during the 2020-21 school year. We plan to do this by revisiting and reviewing the writing standards from the previous grade level as we link them to new skills.

Additionally, high school ELAR teams are implementing a new ELAR curriculum and TEKS for 9th – 12th grades, so resources are being directed toward assisting teachers with understanding and teaching these new reading and writing standards within the context of our new LMS, Schoology, in a blended classroom environment.

In order to best support teachers in the current circumstances, writing instruction is being embedded into the curriculum in multiple ways. Teachers are then provided with sample units, lessons, activities, and videos that model this integrated instruction.

At each grade level, students will write for a variety of formal and informal purposes throughout the school year: to understand, to organize, to explain, to argue, to analyze, to create, and to evaluate. Summative writing assignments are in place in grades 7 through 12, and are the exclusive assessments in grades 11 and 12, as well as in the Dual Credit and Advanced Placement English courses. The curriculum also allots time and resources for evaluating, revising, and refining student writing in class via self-edits, peer reviews, and teacher-student writing conferences. Students will ultimately be supported in developing and refining their own writing style while learning the principles of grammar and writing structure.

Curricular and teacher writing supports for 7th – 12th grades for the 2020-21 school year include the following:

- Creating units that link reading genre to writing mode
- Providing teachers with annotated writing models to use with students for teacher-student writing conferences
- Training teachers to model writing alongside students
- Creating assignment sheets, pacing calendars, R&E resources, and rubrics for each major writing task in Sample Schoology courses
- Entering related STAAR R&E resources into Schoology Assessments
- Curating digital instructional materials from the online textbooks related to the writing process, modes of writing, and grammar topics
- Providing opportunities within the instructional calendar for journaling, responses to reading, and summary writing (MS)
- Implementing weekly written responses to independent reading, choice reading, and selected texts for literary analysis to increase writing fluency (HS)
- Creating specific how-to lessons on a breadth of writing and grammar topics:
 - How to structure a piece of writing for a specific purpose
 - How to annotate and summarize a text

- How to generate a thesis, select supporting evidence, and write connecting commentary
- How to write a variety of sentence structures and make diction choices to achieve a purpose
- How to synthesize information from a variety of sources

In addition to the above, the following supports for differentiation have also been put into place:

Dual Credit and Advanced Placement English courses: Sample syllabi, units of study, lesson plans, and student-versions of courses in Schoology have been created for AP English Literature, AP English Language, and Dual Credit 1301, 1302, 2322, and 2323.

SpEd: Existing units of instruction are being modified to meet the needs of our SpEd population, with supports being provided in the form of modified units, lesson plans, and activities as needed. Samples of typical support are listed below.

- Providing a balance of formal and informal writing opportunities: journals, quick writes, responses to reading
- Conducting teacher-student writing conferences throughout the production of a piece of writing
- Looking at rich texts as models for writing
- Providing opportunities to talk in class to promote idea development
- Process pieces in each unit for MS LA 7&8

EOC Re-testers: A Schoology course has been built to support teachers teaching EOC Re-testers that includes test taking strategies, mini-lesson videos, and practice materials for students grouped by Writing Composition, Editing, Revising, and Reading.

Virtual PD for Teachers new to STAAR: Resources being prepared for teachers are specifically geared toward supporting STAAR success. Resource packs will include support videos from coaches in which teachers learn how to align authentic daily instruction with the needs of the emerging reader/writer, with a clear focus on STAAR aligned reading and writing skills. Continuing support, both on-demand and on-request, will be offered for all teacher teams to assure teachers have access to resources that effectively model the most efficient classroom instruction.

WRITING REFLECTION POINTS: Planned data gathering points have been postponed until further notice.