

Cypress-Fairbanks Independent School District

District Improvement Plan

2016-2017

Accountability Rating: Met Standard



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

Demographics

Demographics Summary

Based on the 2016 Texas Academic Performance Report (TAPR), district demographics are as follows:

- 113,656 students enrolled
- 16.8% African American
- 44.3% Hispanic
- 26.6% White
- 48.9% Economically Disadvantaged
- 15.4% English Language Learners

Based on the 2016 Texas Academic Performance Report (TAPR), the staff break down is as follows:

- Teachers 6,917.9
- Professional Support 1,136.3
- Campus Administration (School Leadership) 554.9
- Central Administration 87.5
- Educational Aides 1,744.8
- Auxiliary Staff 3,582.2

Based on the 2016 Texas Academic Performance Report (TAPR), the 2014-15 attendance rates are as follows:

- All: 96.0%
- African American: 95.9%
- Hispanic: 95.9%
- White: 95.9%
- Economically Disadvantaged: 95.8%

Based on the 2016 Texas Academic Performance Report (TAPR), the district's 2014-15 mobility rate was 12.0%.

Demographics Strengths

- The district educates a wide range of students from all race/ethnicity groups and all economic backgrounds.

Demographics Needs

- Continue to understand the change in demographics and how it impacts classroom instruction.
- Continue to monitor student attendance to ensure students are in attendance for the maximum number of days.

Student Achievement

Student Achievement Strengths

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

With regard to the Student Success Initiative, it is important to note student performance went up 6 points in 5th grade reading, 5 points in 8th grade reading, 9 points in 5th grade math and 10 points in 8th grade math from SSI 1 to SSI 2. (NOTE: The state cancelled SSI 3 in the 2015-16 school year due to issues with the testing vendor).

Once again this year the district as well as all our campuses earned the “Met Standard” rating in the state accountability system! This is the highest rating that can be earned by any campus. Once again this year CFISD is the largest district in the state of Texas with all campuses meeting standard and no campuses rated improvement required.

In total 222 distinction designations were earned in CFISD.

House Bill 5 requires school districts to evaluate the district’s performance and the performance of each campus in community and student engagement in addition to compliance. For the 2014-15 school year, 81 of our campuses had an overall rating of Exemplary and 2 of our campuses had an overall rating of Recognized.

Student Achievement Needs

In the state/federal accountability system safeguard system, CFISD, missed the following system safeguards:

- Performance Rates- State (60%): Reading (SPED), Math (SPED), Writing (SPED, ELL), Science (SPED), Social Studies (SPED, ELL)
- Participation Rates (95%): None
- Performance Rates - Federal (87%): Reading (All, AA, H, ED, SPED, ELL), Math (All, AA, H, ED, SPED, ELL)
- Graduation Rates - State and Federal: none

A campus intervention/leadership was formed to address these areas. The team members included: Jennifer Jones, Latisha Bard, Tracy McDaniel, Monica Schmidt, Lisa Franke, Hollie Sailors, Kari Suchecki, Mikki Woodard, Sabrina Schmidt, Todd Sepuvela, Loretta Bourn, LaLonnie Neitzey, Kyle Dyer, Setfanie Ware, Kristi Richter, Maria Trejo, Barbara Levandoski, Ashley Clayburn, Mary Jadloski, Kenya Turner, Kay Pechacek, Linda Sams, Ami Ruby, Maureen Ayers, Charmion Mohning, Monica Schmidt, Debra Hill.

The team met on the following date(s): Elementary: January 5, 2017 and Secondary: January 11, 2017

A data analysis was conducted and revealed the following: performance of ELL and SPED students falls below state system safeguard standards.

Performance in all student groups falls below federal system safeguard standards. NOTE: The federal standards are higher than the state performance standards for Index 1 of the state accountability system.

Strategies to address the areas of need and missed system safeguards, along with the Critical Success Factors, are denoted in the "Goals" section of the DIP. The strategies are directly related to supporting the campuses in meeting their performance objectives/targets as outlined in the "goals" section of the Campus Improvement Plans. The strategies will be evaluated in May.

In the Performance Based Monitoring Analysis System (PBMAS), the district was staged in the following areas: Bilingual/English as a Second Language, Career and Technical Education, and Special Education.

NOTE: A separate Data Analysis, Needs Assessment, and Improvement Plan have been developed to address the areas of staging for PBMAS (As required by the Texas Education Agency). The improvement plan will be implemented and monitored and all required information will be submitted to the Texas Education Agency.

Areas of need (general, system safeguard, PBMAS):

- Continue to close the achievement gap between all student groups.
- Continue to work toward meeting state and federal system safeguard targets.
- Continue to focus on areas in which student performance dropped from 2015 to 2016.
- Continue to address areas of need related to PBMAS.
- Continue to place relevance and importance on all areas monitored in the Community and Student Engagement Accountability System.

District Culture and Climate

District Culture and Climate Strengths

Student Services:

- The 2015-2016 goal for the Office of Student Services is to decrease the number of discipline referrals and out of class removals by 5% and in turn increase first-time face-to-face instruction for all students. For the 2015-2016 school year, the rate at which referrals were submitted decreased by 10.9% from the 2014-2015 school year. Additionally, there was a decrease in the rate of classroom removals (DMC and Suspension) by 7% from the 14-15 school year. Although there was a decrease in overall discipline referrals and classroom removals, there was a decrease of 6% in the rate of face-to-face instructional time for minority students.
- With a goal of decreasing the number of discretionary DAEP placements for the 2015-2016 school year, CFISD reported a decrease in the number of discretionary placements from 347 for the 14-15 school year (rate of .003) to 274 for the 15-16 school year (rate of .002).
- Reinforced training of staff and students by requiring crisis drills to be completed by October 31st for first semester and by March 31st for second semester.
- All secondary campuses received training for truancy prevention measures.

Cy-Fair Police Department:

- Serves the District on and off campus, 24/7/365
- Broad range of support to schools, administration, Board, facilities and community
- High visibility at CFISD events and throughout the District
- Officers take pride in building relationships with parents, students and staff
- Awareness of national events necessitates higher level of professionalism and involvement
- Positive role models for CFISD students and essential resource for parents in need

District Culture and Climate Needs

Student Services:

- 2015-2016 Discipline data reports a decrease of .5% in out-of-school suspensions but an overall increase of 20% in the number of days served.
- With the goal of expanding implementation of Positive Behavior Intervention and Support (PBIS) process at all CFISD campuses, for the 2015-2016 school year, there was an overall increase of PBIS Level I campuses by 3, for a total of 72 campuses district wide.
- Student Services will continue to work with campus staff to address the goal of decreasing the number of discretionary placements for the 2016-2017 school year.
- In a continued effort to maintain accurate discipline data, campus personnel will continue to be reminded by Student Services the importance of running discipline reports weekly to check for discipline data entry errors. Student Services has developed a more detailed program to establish more accountability at the campus level regarding discipline data entry accuracy. Ongoing training with campus secretaries and assistant principals will support these efforts and build capacity in data entry personnel.
- In an effort to decrease the number for out-of-class student removals and increase first-time face-to-face direct instruction for students, the District's Restorative Discipline Committee created a campus Discipline Data Analysis form. This form will be utilized by all campuses every six weeks to review, analyze, set goals and create action plans based on their campus's discipline data. The campus analysis information will be submitted to the office of Student Services for review. The Student Services team will then collaborate with the campuses to provide any support that may be needed to assist with their respective action plans.
- On-going crisis training of students and staff so we are prepared to handle a variety of emergency situations that could possibly occur throughout the district.
- Decrease the total number of dropouts in high school by 50 and middle school by 6.
- Increase attendance for targeted/monitored schools:
 - High schools by 0.5%
 - Middle schools by 0.3%
 - Elementary schools by 0.3%

Cy-Fair Police Department:

- Enhanced recruiting techniques and more aggressive human resource initiatives for growth
- Increased daily presence of officer at elementary campuses
- Provide more programs and specialized services for students, staff, and parents
- Additional specific training courses/topics for new or selected officers
- Completion of District digital radio project (Mar-Apr) in Vision 2020

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Human Resources:

- Reviewed and decreased the internal HR hiring process time for teachers and paraprofessionals
- Increased the substitute teacher fill-rate
- Developed and implemented standard operating procedures for investigations of misconduct and investigations of discrimination and harassment complaints
- Implemented a strategy to comply with the most recent changes to the Fair Labor Standards Act

Leadership Development:

- Number of leadership programs offered for aspiring and current leaders (i.e. New Administrator Institute, Aspiring Administrator Institute, New Principal Institute, Coaching Program, Mentoring Program, Teacher Leader Institute, etc.)
- Variety of staff development opportunities for principals (REEP, Harvard, Lamar University Principal Academy and Principals' Visioning Academy)
- Added New Administrator Institute this year
- Doubled our number of campus visits due to the addition of two new assistant superintendents in our department
- Presented at conferences throughout the state to share our leadership programs
- Area districts came to meet with us to hear about our leadership programs
- A large number of participants from the Aspiring Administrator Institute and Aspiring Principal Institute were promoted for the 2016-17 school year
- Presented at Elementary AP Meetings to develop relationships with potential principal candidates and to increase number of applicants for principal positions

Staff Quality, Recruitment, and Retention Needs

Human Resources:

- Continued collaboration with the Technology department to support electronic work flow processes
- Continued documentation of internal HR processes
- HR training for supervisors
- Decrease in the number of days a teacher is out of the classroom

Leadership Development:

- Increase our presence at Secondary AP Meetings to grow potential applicants for principal positions
- Add a leadership program for new administrators (APs, DIs, Associates, etc.)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Curriculum and Instruction:

- Balanced literacy approach implemented in 6th grade ELAR block class.
- Monitor and assess curriculum alignment and instruction through the use of district developed assessments consistently across all campuses.
- Provide specific, structured lessons and resources in iXplore to strengthen first-time instruction.
- Provide teachers with TEKS-based materials designed to ensure rigor.
- Intensify support to struggling campuses through the Monitor School initiative.
- Reorganize principals' roundtable at all levels by reducing the number of meetings and repurposing the focus on instructional leadership to improve first-time instruction.
- Provide five days of content staff development to all teachers that included individual choice, gifted and talented options, and content updates, pedagogy, and planning.

Educational Support Services:

Department staff is dedicated to providing all student access to the general education curriculum to the maximum extent possible through a blended model of appropriate instruction, accommodations/modifications, and integrated behavior management for student learning English or who have one or more disabilities.

- Strong knowledge of content
- Strong knowledge of accommodations and modifications including the ELPS
- Strong collaborative skills
- Low staff turnover in all departments
- Providing professional development for teachers of ELLs (ELPS/TELPAS/STAAR)
- Supporting campuses with ELL coaching/planning support for bilingual and ESL teachers

Curriculum, Instruction, and Assessment Needs

Curriculum and Instruction:

- Refine the all-day pre-kindergarten program.

- Increased staff development regarding the writing process including revising and editing.
- Provide quality literacy materials to students in pockets of high poverty (outside of school).
- Provide summer intervention in primary reading and Algebra I to eliminate the achievement gap in these areas across all schools.
- Provide additional funding to six high schools and one middle school, and two elementary schools to provide for the needs of at-risk students.
- Provide students with college and career focused information.
- Increase the number of economically disadvantaged and underrepresented student groups in advanced classes.
- Increase teachers' implementation and administrators' monitoring of the ELPS to ensure each student gains one year of growth each school year.
- Provide support to campuses via the Monitor Schools Initiative.

Educational Support Services:

The department needs to sharpen the focus on the instruction being delivered in classrooms and the accommodations made for students with disabilities and English learners. Provide staff with tools for behavior management for students who are a challenge to manage or disruptive to the classroom.

- Continue growth of coaches and coordinators as staff developers and presenters.
- Observe and coach the delivery of instruction for student receiving special education services.
- Provide additional training to general education teachers in the application of accommodations and modifications.
- Continue to develop coaching skills with all coaches and coordinators.
- Continue to support campuses by bridging and analyzing TELPAS and STAAR data to improve English language acquisition and academic achievement.
- Continue providing professional development opportunities for ELL coaches on second language acquisition and writing strategies to share during teacher trainings and planning/coaching sessions.

Family and Community Involvement

Family and Community Involvement Strengths

Communication:

- An increase in communicating via social media
- An increase in the number of parents/staff utilizing *SchoolMessenger*
- Consistency pushing out district news via electronic newsletters, *Connection for Community* (monthly) and *Connection for Employees* (weekly)
- Expansion of High School Journalism Network (HSJN), including the number of participants
- Completed an in-depth communication plan
- Completed district/community-wide survey
- Completed of mirror-image Spanish website

Community Programs:

- An increase in frequent communication to parents, increasing the number of relationships built and the number inquiries from parents regarding the programs offered
- Participation in annual district-wide events, Superintendent's Fun Run and Health Expo
- Number of programs available for students
- Implementation of online registration system for Club Rewind

Community Engagement:

- Steady increase in business involvement with district
- An increase in the number of mentors and an increase in the number of school adoptions
- An increase in the number of Bus Buddies participants
- Developed standards for website posting
- An increase the number of marketing opportunities for businesses
- Evaluated and modified advertising agreements and policy

Family and Community Involvement Needs

Communication:

- Launch *Classroom Messenger*, pilot with a few teachers
- Upgrades to CFISD Cinema equipment and studio
- Finalize and distribute Communication Resource Guide
- Continue to implement communication plan for Bond 2014 updates
- Translate all web pages on Spanish website

Community Programs:

- Create a uniform method for communicating/marketing programs offered to the community
- Increase quality and academic portion of programs offered
- Enhance training for community programs staff to ensure consistency

Community Engagement:

- Redesign the intranet website
- Evaluate level of activity of schools adopted
- Evaluate and monitor school use of donation management software
- Implement internal processes for stages of advertising
- Implement a district marketing campaign

District Context and Organization

District Context and Organization Strengths

Business and Finance:

- Moody's Investor Services and Standard & Poor's affirmed the District's underlying bond ratings of Aa1 and AA, respectively, with a stable outlook.
- District's operating fund balance exceeds 48% of expenditures.
- Received superior rating for the Financial Integrity Rating System of Texas (FIRST).
- Administrative cost ratio lowest in Harris County.
- Lowered the debt service tax rate 1 penny in 2014 tax year and will maintain this lower debt service rate despite issuing \$910 million 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).
- Named in top 2 by ERG as most effective and efficient district in Texas.
- Refunded bonds in October 2015 and 2016 for a net present value savings of \$9.4 million and \$44 million, respectively.
- Remarketed 2014B-3 variable rate bonds at a rate of 1.05%.
- Sold \$270 million Series 2016 bonds at a rate of 2.70%.
- One of only 3 districts to earn a five-star rating from Texas Smart Schools for all six years of the program.

Support Services:

- A dedicated, professional, and customer service oriented staff
- Departmental efficiency
- Compliance with local, state and federal policies, regulations and laws

Facilities and Construction:

- Maintenance & Energy Management: Diligent, adaptable, hard-working and very competent
- Facilities & Construction: Work seamlessly toward common goal, thorough documentation, quality product and results

District Context and Organization Needs

Business and Finance:

- Continue to monitor the impact of increasing expenditures to fund balance 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:

- Increased staff to help support the 2014 bond program and continued growth of the district
- Updated technology required in most areas

Facilities and Construction:

- Maintenance & Energy Management: Become a more cohesive team
- Facilities and Construction: Financial and time support for entire design team to become A4LE certified

Technology

Technology Strengths

- Significant progress has been made in the implementation of the 2014 Bond referendum in upgrading the technology infrastructure. This includes funding of \$217,256,066 with \$90,391,214 allocated for technology infrastructure and \$126,864.84 allotted for instructional technology. Technology Services has set forth a strategic framework for managing these highly complex, highly visible projects, which affect every facet of our school district operations. Budget processes and expenditure tracking by goal, project, and vendor is fully implemented as shown [here](#). Sixty percent of the expenditures totaling \$54,640,344 are now allocated or spent, with a budget balance of approximately \$36 million to complete all remaining bond infrastructure projects.
- Processes for requesting e-rate funding reimbursements from the Universal Service Administrative Company (USAC) Schools and Library Division (SLD) were developed which resulted in the award of **\$11,440,099**. The reimbursements can be supplanted back into the district’s technology program to further expand the district’s technology infrastructure. An explanation of the awarded funds are [here](#).
- A systematic foundation is in place to lead and communicate the progress of the 2014 Bond technology infrastructure bond goals. All activities and project completions are statused and made available on an interactive website each week, as shown [here](#). This method of communication provides transparency, builds momentum, and inspires accountability across all levels of the organization. This level of comprehensive leadership and communication is being touted as one the best in the nation for K-12.
- Significant 2014 Bond technology infrastructure upgrades are complete in schools. Successful completion results in designing an architecture that fulfills the needs of the Long Range Planning Committee's recommendations through the year 2020. The following is a summary level completion status by grade cluster and 2014 Bond goal for the technology infrastructure upgrades at the schools.

Bond Goal Completions for Schools		High Schools	Middle Schools	Elementary Schools
Bond Goal 1	Install Enterprise High Speed Wireless Network	96%	99%	71%
Bond Goal 2	Upgrade Network Infrastructure	100%	100%	100%
Bond Goal 3	Upgrade Cabling, Power and Air Conditioning	100%	99%	75%
Bond Goal 4	Upgrade Connectivity to the New Data Centers	100%	100%	100%
Bond Goal 5	Provide Administrative Staff Technology	41%	41%	66%
Overall Estimated % Completions at Schools		87%	88%	82%
Bond Goal 6	Provide Technology Infrastructure for New Schools	11%		

- The Technology Services [Performance Excellence Program](#) is providing a quantifiable system of performance measurement that provides a framework for managing technology services based on national standards (Baldrige for Education). This system sets a foundation in place that provides world-

class K-12 technology service. Results for key performance indicators are [here](#). Trends of excellent service in 2015-2016 are: customer satisfaction 95%, network availability 99%, service level response time 100% (average 3 day service), customer care center support 91%, and employee satisfaction 92%.

- Technology Services uses a stringent [service level agreement](#) to [prioritize](#) work and service. This framework of accountability is the crucial discriminator guiding our success. A process of daily accountability in assessing open, closed, and overdue service requests, as well as customer follow-up is embedded in the way Technology Services operates.
- Organizational structures have been refined to strengthen cross training, succession plans, and altered work schedules to provide greater coverage during a 24-hour workday. Technology Services is now available for service from 6:00 a.m. – 8:00 p.m. This has resulted in 99% uptime, even with major network and equipment upgrades underway.
- As part of the 2014 Bond technology infrastructure upgrade, bond goal 4, the [data center upgrade](#) is a system designed on world-class network standards based on the Consortium of School Networking (CoSN's) Smart Education Network by Design (SEND). The design is complete and significant progress has been made in the implementation. The colocation facility at CyrusOne is operational, which provides a Tier 4 (military grade data center) for mission critical systems. Additionally, the data center upgrades for data center [2](#) and [3](#) are complete.
- As part of the 2014 Bond technology upgrade, bond goal 1, the installation of enterprise level wireless access, is complete in all schools. Schools now have secured, policy-based wireless access, including the implementation of Bring Your Own Technology (BYOT) and visitor access, supporting up to three devices per teacher and high school students, two devices for middle school students, and one device for elementary school students.
- As part of the 2014 Bond technology upgrade, bond goal 5, upgrade administrative technology, the migration from Novell's ZenWorks to LANDesk is now complete. This was a massive undertaking, requiring the upgrade of 60,000 devices over the summer of 2016. The ability to control devices, push out security patches and software upgrades is revolutionizing how Technology Services operates.
- As part of the 2014 Bond technology upgrade, bond goal 5, replace telephone system, eleven schools including the Berry Center have been upgraded to the Voice Over Internet Protocol (VoIP) telephone systems. A [schedule](#) is in place to upgrade the remaining schools and service centers in 2016-2017.
- As part of the 2014 Bond technology upgrade, bond goal 3, upgrade network connectivity, the plan to build a 7th network hub in the southwest area of the district has been developed. Pope Elementary is now part of the district's network, which had previously been a "one-off" using AT&T's GigaMAN network service. All new schedules in that area of the district will be connected to the 7th hub thus segregating the network for high-speed access.
- Information Services and Applications, serving business and financial management systems and student information systems, is operating at 100% uptime and stability. During 2015-2016, all mission critical services were available 100% of the time. The stability of these systems has greatly improved.

Technology Needs

- The 2014 Bond technology infrastructure upgrade time line is challenging and the scope requires highly-specialized, complex systems. The twelve (12) major projects included in the Bond are multi-threaded requiring concurrent vendor coordination and the roll-out of all new technologies. The technology is being implemented in a production environment and this places a great amount of stress on our staff.
- There is limited (if any) time in the instructional schedules to "bring down systems" because of the need to provide 100% availability of systems. This requires staff to work long hours including over the weekends. Staff's health and well-being is concerning.

- Vendors, even though contracted with the district, require coordination and assistance from CFISD staff, which requires CFISD staff to work to keep base systems up and implement new systems at the same time in a dual environment.
- CFISD staff is required to learn on the job because the technological systems are so new, training options are limited and there is minimal free time available to train staff.
- If a mistake is made or if a new technology does not work, Technology Services staff take it personally and this creates some amount of anxiety.
- The technology being deployed in the 2014 Bond technology infrastructure is highly complex. Technology Services' employees need training and experience in the new technology systems. The workforce must have the capability and capacity to support these new services. Professional development and cross training within in critical functions is being worked in as part of their jobs.
- The focus of the 2014 Bond technology infrastructure has been on schools. We still have service centers left to complete. Leading the momentum of the team is a priority. Setting expectations for completions with administrative staff is a challenge. Managing the incompatibilities of technologies, e.g. VoIP phone upgrade and enterprise wireless upgrades, while upgrades are underway is confusing to staff that work at service centers and schools.
- Key technology processes are being defined and documented. Because every technological system is being replaced, every key process is being revised.
- The service technicians that work on the south side of the district are working out of a portable building at Holmsley Elementary. They need a better facility that provides better accommodations.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Homeless data

Student Data: Behavior and Other Indicators

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



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: Curriculum and Instruction and Accountability: By June 2017, all campuses in Cypress-Fairbanks ISD will meet the performance objectives and targets outlined in the campus improvement plans. Curriculum and Instruction and School Accountability will support this attainment via the strategies outlined in the District Improvement Plan.






Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) EARLY LITERACY: Refine the full-day pre-kindergarten program by implementing the associated grant.	7, 9, 10	Director of Elementary Curriculum & Instruction, Coordinator of Primary Reading & Math, Campus Principals	Increased achievement level of participating students as measured by end of year district developed test.			
Funding Sources: 211 - Title I - 281517.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) READING/ELA: Train literacy teachers to review data and set short term measurable goals using 3-week checkpoints to improve student reading achievement. Train campus administrators to support teachers in the aforementioned process. (Currently on 3 elementary campuses and 2 middle school campuses)</p>	4	Director of Elementary Curriculum & Instruction, Director of Middle School Curriculum & Instruction, Coordinators of Elementary and Middle School Reading/ELA	Teachers will review data and set short term goals to help improve student achievement. Administrators will support teachers throughout this process.			
Funding Sources: 211 - Title I - 155650.00						







<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) READING/ELA: Mobile Library Access to quality literacy materials in pockets of high poverty.</p>	6, 9	Director of Curriculum & Instruction Special Populations	Number of students and parents using the mobile library.			
Funding Sources: 211 - Title I - 30500.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Reading/ELA: Provide reading/ELA support to at-risk students.</p>		Coordinator of Elementary Reading/ELA, Coordinator of Secondary ELA, Coordinator of Secondary Reading	Improved STAAR reading scores			
Funding Sources: State Compensatory Education - 533443.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>5) READING/ELA: Restructured curriculum units to make them grade level specific; overview section in each content area unit now includes guiding questions and essential understandings; mentor text lists in the lesson plan overview; instructional specialists are being trained on how to differentiate lessons; notes section of lesson plans added to provide "pre-teach" information; and building content knowledge of instructional specialists.</p>		Elementary Reading Coordinator	Improved STAAR reading scores			
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) READING/ELA: For each grade level, provided a list of recommended readings for English Language Learners and students receiving special education services for grades 7-12; hosted five share sessions for high school teachers who serve students receiving ELL or SPED services (share instructional strategies and suggested lessons); Writing Workshop (fall) and Writing for STAAR (spring); providing scaffold lessons with appropriate accommodations for special education teachers; provide lessons with appropriate accommodations and strategies for ELL learners.</p>		Coordinators of Secondary English Language Arts and Reading	Improved STAAR scores			

State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 7) READING/ELA: Elementary "Get in the Game" STAAR training (grades 3-5).		Coordinator of Elementary Reading	Improved reading STAAR results at elementary school.			
	Funding Sources: 211 - Title I - 19869.00					
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 8) WRITING: Added in immersion to units; on demand assessments to focus on comprehension; re-organized the writing process to allow for more draft, craft, and revision days; continue to support IS staff members as they support writing, and writing think tank with principals and surrounding districts.		Coordinators of Elementary ELAR	Improved STAAR writing scores			
	Funding Sources: 211 - Title I - 19869.00					
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 9) WRITING: Elementary writing professional development for third and fourth grade writing teachers.		Coordinator of elementary reading/ELA, Director of Elementary Curriculum	Improved STAAR reading scores			
	Funding Sources: 211 - Title I - 50000.00					
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 10) READING/WRITING: Provide classroom teachers with professional development on using books in classroom libraries and with the reading and writing curriculum. Provide books to support the implementation of professional development. (Monitor School and PBMAS)	1, 4, 9	Elementary and Secondary Reading/Writing Curriculum Coordinators	Increased reading levels and writing proficiency			
	Funding Sources: 211 - Title I - 582707.00					
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 11) Math: Provide math support to at-risk students.		Elementary and Secondary Math Coordinators	Improved STAAR math scores			
	Funding Sources: State Compensatory Education - 498752.00					
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 12) MATH: Implement professional development focusing on the math TEKS (grades K-12).		Elementary and Secondary Math Coordinators	Improved Math STAAR scores, improved Math Benchmark/DPM scores			
	Funding Sources: 211 - Title I - 71861.00					

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>13) MATH: Training added ELL strategies (specifically emphasizing them), changed teacher notes to identify more vocabulary and added misconceptions that students may have and essential questions. This was followed up with teacher training.</p>		Elementary and Secondary Math Coordinators	Improved STAAR math scores			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>14) SCIENCE: Provide science support to at-risk students.</p>		Elementary Science Coordinator	Improved STAAR Science scores			
Funding Sources: State Compensatory Education - 239450.00, 211 - Title I - 83776.00						
<p>15) Science: Middle School STEM Camp "Invention Project": 7th grade students from Thornton, Watkins, Kahla and Hopper could attend this four-day camp to experience hands-on experiences working with STEM and entrepreneurial concepts in a collaborative setting.</p>		Director of Middle School Curriculum	Increased STAAR science scores			
Funding Sources: 211 - Title I - 22050.00						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>16) SOCIAL STUDIES: Provide professional development focusing on effective reading strategies and literacy based instruction; Provide professional development focusing on a variety of instructional strategies for the ELL learner; model vocabulary enrichment strategies in workshops; and use DPM/district data to determine curriculum needs such as instructional resources and test banks.</p>		Secondary Social Studies Coordinator	Improved Social Studies STAAR scores			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>17) READING/ELA and MATH: Evaluate and refine Summer Primary Literacy Camp (K-2) (Camp Summit) with the intent to offer this opportunity in the summer of 2017. Evaluate and refine Algebra Camp with the intent to offer this opportunity in the summer of 2017.</p>		Director of Elementary Curriculum & Instruction, Coordinator of Primary Reading, Director of High School Curriculum & Instruction, Coordinator of Secondary Math	Increase in individual student's reading levels. Students earning Algebra I credit and passing the Algebra I EOC.			
Funding Sources: State Compensatory Education - 1255756.00, 211 - Title I - 1415622.00						









18) CO-CURRICULAR: Support six high schools, one middle school, and two elementary schools with large numbers of at-risk students with additional state compensatory education (SCE) funds.	Director of Federal Program	Improved performance of at-risk students at the participating campuses.			
	Funding Sources: State Compensatory Education - 1605214.00				
19) CO-CURRICULAR: Implement a differentiated ASCD Initiative to build the coaching capacity of the campus instructional coaches to improve planning, first-time instruction, and student achievement. Instructional specialists at all levels will be divided into two groups, returning and first-time staff members.	Directors of Elementary, Middle School, & High School Curriculum & Instruction	Differentiation for a returning or a first-time IS, CCIS, or CIC.			
	Funding Sources: State Compensatory Education - 260200.00				
20) CO-CURRICULAR: Provide summer school.	Directors of Elementary, Middle School, & High School Curriculum & Instruction	Successful completion of summer school by students that attend summer school.			
	Funding Sources: State Compensatory Education - 940463.00				
21) CO-CURRICULAR: Provide additional support to campuses to improve achievement of at-risk students.	Directors of Elementary, Middle School, & High School Curriculum & Instruction	Increased achievement of at-risk students.			
	Funding Sources: State Compensatory Education - 37540354.00				
22) CO-CURRICULAR: Provide academic intervention in the following content areas (reading, math, science).	Content area coordinators	Increased student academic achievement			
	Funding Sources: 211 - Title I - 2406988.00				
23) CO-CURRICULAR: Implement the "In the Middle" project at Hopper MS and Kahla MS to facilitate a smooth transition from elementary school to middle school and to develop and implement interdisciplinary teams.	Director of Middle School Curriculum & Instruction	STAAR Scores			
	Funding Sources: Title II - 2397499.00				
24) CO-CURRICULAR: Provide staff development to elementary and secondary teachers and principals focused on content area curriculum to improve student achievement.	Assistant Superintendent for Curriculum and Instruction	STAAR Scores			
	Funding Sources: Title II - 2397499.00				
25) CO-CURRICULAR: Provide the following software programs for at-risk students: ST Math, Achieve 3000, and Edgenuity dropout recovery.	Directors of Elementary, Middle School, & High School Curriculum & Instruction	Increased academic achievement of at-risk students.			
	Funding Sources: State Compensatory Education - 1950669.00				

26) CO-CURRICULAR: Implement content coaching initiative to increase content knowledge and pedagogy of campus instructional coaches.		Directors of Elementary, Middle School, & High School Curriculum & Instruction, Content Area Coordinators and Coaches	Improved STAAR scores			
27) CO-CURRICULAR: Support the planning and implementation process for Bring Your Own Technology (BYOT).		Directors of Elementary, Middle School, & High School Curriculum & Instruction and Director of Instructional Technology	Increased and appropriate use of individual devices by students and teachers.			
28) CO-CURRICULAR: Provide Monitor School campuses more frequent and targeted visits, supports, and data review from the ISC team.		Directors of Elementary, Middle School, & High School Curriculum & Instruction, Special Education, English Language Learners and Student Services	Increased achievement of at-risk students.			
29) CO-CURRICULAR: Support the CFISD Monitor Schools with student engagement training provided by the International Center for Leadership in Education (ICLE).		Assistant Superintendent for School Improvement and Accountability	Improved academic achievement of at-risk students.			
Funding Sources: 211 - Title I - 258095.00						
30) CO-CURRICULAR: Improve teaching skills via recorded teaching lessons and subsequent viewing and professional development (SIBME).		Director of Elementary Curriculum	Improved teaching strategies			
Funding Sources: 211 - Title I - 53211.00						
31) CO-CURRICULAR: Parent liaison for three Title I campuses.		Assistant Superintendent of School Improvement and Accountability	Improved parent involvement.			
Funding Sources: 211 - Title I - 16773.00						
32) CO-CURRICULAR: Districtwide Title I parent advisory meeting.		Director of Federal Programs	Increased parent involvement			
Funding Sources: 211 - Title I - 250.00						
33) CO-CURRICULAR: Implement a Blended Learning pilot at four elementary schools.	4, 5	Assistant Superintendent of Curriculum and Instruction	Blended learning strategies implemented in the classroom.			
Funding Sources: 211 - Title I - 95000.00						

34) COLLEGE AND CAREER READINESS: Promote college and career readiness by administering Aspire10 to all 10th grade students and ACT to all 11th grade students.		Director of Advanced Academics and College and Career Specialists	Growth in underrepresented populations in upper level courses.			
Use the results to guide and direct student placement into CTE, dual credit, advanced placement and K-level courses. Continue to increase the number of underrepresented student groups (African American, Hispanic, and Economically Disadvantaged) in dual credit, Advanced Placement, and K-level courses.	Funding Sources: 199 - General Funds - 647445.00					
35) COLLEGE AND CAREER READINESS: Facilitate year 5 of JA Inspire for 8th grade students to focus on career options in the community.		Director of Advanced Academics	Increase in student knowledge of career options in the community.			
36) ENGLISH LANGUAGE LEARNERS: Provide apartment tutoring.		Director of Curriculum and Instruction for Special Populations	Parent and student engagement at the apartment tutoring sessions			
	Funding Sources: State Compensatory Education - 87727.00					
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> 37) ENGLISH LANGUAGE LEARNERS: Support language acquisition and academic content for English Language Learners (Title III LEP).		Director of Curriculum and Instruction for Special Populations, campus principals, Director of Guidance and Counseling,	STAAR and TELPAS Scores			
	Funding Sources: 263 - Title III - 1791387.00					
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> 38) ENGLISH LANGUAGE LEARNERS: Support language acquisition and academic content for immigrant students (Title III Immigrant).		Director of Curriculum and Instruction for Special Populations	STAAR and TELPAS scores			
	Funding Sources: 263 - Title III - 695221.00					
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 5</p> 39) ENGLISH LANGUAGE LEARNERS: Support parent involvement by providing English as a Second Language Classes (Title III Immigrant).		Director of Curriculum and Instruction for Special Populations	Increase in parent involvement			
	Funding Sources: 263 - Title III - 26116.00					

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>40) ENGLISH LANGUAGE LEARNERS: The curriculum and instruction department along with the office of English Language Learners will: (1) provide teacher training on implementation of the ELPS and (2) provide campuses with ELL coaching/planning support for bilingual/ESL teachers.</p>		Director of Curriculum and Instruction for Special Populations	Improved STAAR and TELPAS scores			
<p>41) GIFTED AND TALENTED: Meet the needs of gifted and talented students. Implement appropriate open-ended activities within the curriculum to provide ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in the four core content areas (19 TAC 89.1 (1)).</p> <p>Implement appropriate learning opportunities in the four core content areas that commensurate with the abilities of identified gifted students that will allow them to work together as a group, work with other students, and work independently during the school day/year as a direct result of GT service options. Make parents aware of these options (19 TAC 89.3 (3)).</p> <p>Provide an array of appropriately challenging learning experiences in each of the four core content areas for all GT students in grades K-12 that will allow students to accelerate in areas of strength. Make parents aware of opportunities (19 TAC 89 (3) and 19 TAC 89 (4)).</p>		Director of Advanced Academics	Students appropriately placed in Gifted and Talented Classes.			
<p>42) GIFTED AND TALENTED: Provide opportunities for students in the gifted and talented program to accelerate in areas of strength through events such as (but not limited to): Horizons Showcase, Destination Imagination, DaVinci Day, and Campus Showcases.</p>		Director of Advanced Academics	Students in the gifted and talented program will participate in the focused events.			
<p>43) GRADUATION RATE: Implement a plan to assist students who are credit deficient or who still need to pass the state assessment to meet graduation requirements.</p>		Director of High School Curriculum and Instruction	Increased graduation rate.			

44) GRADUATION RATE (English Language Learners): Utilize the guidance document to make informed decisions for ELL students. A district-wide committee will review the four-year plans for recent immigrants served in the New Arrival Center (NAC) program, and the campus-level committee will review the four-year plans for all other ELL students.		Director of Curriculum and Instruction for Special Populations and Director of Guidance and Counseling.	Increased number of ELL students graduating on the RHSP/DAP and increased number of ELL students graduating.			
45) ALTERNATIVE LEARNING CENTERS: Provide academic support to students at the alternative learning centers.		Director of Secondary Curriculum and Instruction	Improved academic achievement of at-risk students.			
Funding Sources: State Compensatory Education - 889637.00						
46) WINDFERN SCHOOL OF CHOICE: Provide academic support to students attending Windfern School of Choice.		Director of High School Curriculum	Passing STAAR assessments			
Funding Sources: State Compensatory Education - 273196.00						
47) STAFF DEVELOPMENT: Provide staff development opportunities for those individuals working with at-risk students.		Curriculum Directors	Improved academic achievement of at-risk students.			
Funding Sources: State Compensatory Education - 1088743.00						
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>48) SPECIAL EDUCATION: Monitor and evaluate learning outcomes for students who receive special education services in the core content areas each six weeks to ensure students are meeting six/nine weeks passing standards.</p> <p>Set target goals to increase the passing rates for students with disabilities on STAAR for each campus.</p> <p>Implement the option for grade recovery for student receiving special education services at the high school level each six weeks.</p> <p>Improve student outcomes by continuing to develop teachers knowledge of standards based IEPs and their appropriate implementation of IEPs.</p> <p>Monitor the use of accommodations and modifications for student receiving special education services in all content and instructional settings for accurate and appropriate implementation.</p>		Assistant Superintendent for ED. Support Services, Support Service Directors, Coordinators and coaches	<p>Review passing rates for students who receive special services each six weeks</p> <p>Classroom observations</p> <p>Monitor key predictors of STARR passing through the year, such as, benchmarks, DPM, and six weeks passing grades</p> <p>Review Grade Recovery results each six weeks</p> <p>Schedule follow up session to review IEPs and provide additional support to teachers and campus staff</p> <p>Conduct walk-throughs and observations.</p> <p>Review lesson plans and teacher documentation</p>			

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>49) SPECIAL EDUCATION: Continue to provide curriculum coaches and other identified sped staff with staff development in the area of content coaching.</p> <p>Provide follow-up sessions which will focus on providing teachers with a better understanding of how to accommodate and/or modify lesson for individual student with disabilities.</p>		<p>Assistant Superintendent for ED. Support Services, Support Service Directors, Coordinators and coaches</p>	<p>Provide specific training on coaching</p> <p>Meet with the coaches on a regular basis to facilitate their coaching efforts</p> <p>Continue to offer staff development to understand what accommodations and modifications best serve student and their implementations</p>			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>50) SPECIAL EDUCATION: Continue to offer a variety of staff development to general and special education teachers on the use of best practices to provide the identified services in a students IEP for both academics and behaviors.</p>		<p>Assistant Superintendent for ED. Support Services, Support Service Directors, Coordinators and coaches</p>	<p>Continue to further develop staff development for meeting the needs of student with disabilities.</p> <p>Monitor the implementation of IEP for all students with disabilities.</p>			
<p>51) PSYCHOLOGICAL SERVICES: Provide behavior support to campuses for students with disabilities and their families throughout the year.</p> <p>Consult with other departments and campuses to help provide a save social and emotional environments for all students.</p>		<p>Assistant Superintendent for Education Support Services and Director of Psychological Services</p>	<p>Conduct student review, consults and evaluations and present parenting programs</p> <p>Actively engage with student services and the counseling department to participate in efforts to provides services for all students</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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: By June 2017, all campuses in Cypress-Fairbanks ISD will meet the performance objectives and targets outlined in the campus improvement plans. Student Services will support this attainment via the strategies outlined in the District Improvement Plan.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Expand implementation of Positive Behavior Intervention and Support (PBIS) process at all CFISD campuses.		Director for Student Services, Student Services Consulting Teachers	Increase PBIS campuses by 4			
2) Decrease by 50% actions resulting in removal from class: In School Suspension (ISS) Out of School Suspension (OSS)		Director for Student Services, Student Services Consulting Teachers, and District Discipline Committee	Decrease by 50% actions resulting in removal from class: In School Suspension Out of School Suspension Increase face-to-face instruction for all students by 50%			
3) Design and facilitate training for teachers, administrators, and para-educators to develop research-based, proactive discipline measures.		Director for Student Services, and Student Services Consulting Teachers	Provide training in research-based proactive discipline strategies for campus leaders Decrease out-of-school suspensions/in-school suspensions by 50% Decrease the number of discretionary DAEP placements			
4) Continue to provide online training for school staff regarding bullying prevention.		Director for Student Services	Document number of Cy-Fair employees participating in the bully prevention Moodle, which is part of the Cy-Fair Online Health & Safety Compliance Moodle. 100% target Decrease the number of bullying incidents by 10%			
5) Continue school safety awareness initiative via Project Safety monthly anti-drug and anti-bullying interactive lessons.		Director for Student Services and Project Safety Campus Liaison	100% of campuses are presenting Project Safety lessons monthly as reported by campus liaisons Decrease the number of bullying incidents by 10%			
6) Facilitate regular leadership training for assistant principals.		Director for Student Services	Increase instructional leadership capacity of APs through staff development opportunities provided by district leaders			

7) Implementation of District Restorative Discipline Committee.	District Restorative Discipline Committee Facilitators and Director for Student Services	Submission of Campus Discipline Data Analysis Form to Student Services Support campuses in their efforts to meet their action plan goals Decrease out-of-school suspensions/in-school suspensions by 50% Decrease the number of discretionary DAEP placements			
8) Implementation for Attendance Improvement Plan for targeted/monitored schools.	Director for Student Services / Admissions, Attendance Officers and Campus Staff	Increased attendance for targeted/monitored schools: High schools by 0.5% Middle schools by 0.3% Elementary schools by 0.3%			
9) Implement Project 98/Dropout Recovery at all secondary campuses.	Director for Student Services / Admissions, Attendance Officers and Campus Staff	Decrease in student dropout Decrease the number of dropouts by 50 high school students and 6 middle school students			
10) Continue with implementation and use of Cy-Fair Tipline.	Director, Emergency Management	Increase number of safety tips to Cy-Fair Tipline by 10% Maintain tip response time of 24 hours or less			
11) Maintain a safe and secure environment for each instructional and non-instructional facility.	Director, Emergency Management and Campus Administrators	All campuses will have completed the designated drills required by the district within the designated time frame Campus Emergency Operations Plans will be current and complete Non-instructional Emergency Campus Plan will be current and complete			
12) Mission of Yahweh and T.A.P. Camp to support homeless students.	District Homeless Liaison	Homeless students academic success			
Funding Sources: 211 - Title I - 19219.00					
13) Support implementation of new foster care guidance.	Foster Care Liaison	Foster care students attending school.			
Funding Sources: 211 - Title I - 0.00					
14) Behavior interventionists to help students remain in the classroom.	Director of Student Services	Reduce the number of infractions for Office Discipline Referral Codes 12, 32, and 41			
Funding Sources: 211 - Title I - 68000.00					
15) Itinerant counselors for homeless students to increase graduation rate.	Director of Student Services/Admissions	Graduation rate of homeless students.			
Funding Sources: 211 - Title I - 97378.00					
16) Homeless students summer school scholarships.	Director of Student Services/Admissions	Graduation rate of homeless students.			
Funding Sources: 211 - Title I - 14000.00					











 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

Performance Objective 2: CFISD Police Department: By June 2017, all campuses in Cypress-Fairbanks ISD will meet the performance objectives and targets outlined in the campus improvement plans. The CFISD Police Department will support this attainment via the strategies outlined in the District Improvement Plan.

Evaluation Data Source(s) 2: STAAR Results

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Accelerate the scope of officer recruiting, website re-design, social media presence, and human resources advertising opportunities.		Captain, Lt. Security Support Services; (Command Staff Support as needed)	Identify quality candidates, test, process and hire 20 new officers before the start of the 2017-18 school year (August 28th)			
2) Assist Facilities Department in all areas of District security construction/renovation to ensure comprehensive state of the art systems to protect students, staff and patrons in Vision 2020 Bond.		Chief, Lt. Support Services, Security Services Support Foreman	Serve on Facilities Committee, attend planning meetings with architects and CFISD Maintenance. Facilities Construction team to ensure timely deployment of required bond upgrade components.			
3) Complete the final phase of the Texas Police Chiefs Association Recognized Agency Program in the spring of 2017 and provide oversight of ongoing management of the program.		Lt. Patrol Operations/TPCA Recognition Program	Successfully complete TPCA Audit making any adjustments to policies as needed to ensure recognition at the TPCA Annual Conference in April 2017 in the Woodlands TX			
4) Establish schedules for ongoing updates and program presentations to campuses regarding Gang information or other threats to campuses.		Lt. Campus Operations, Sgt. Investigations, GIO's	Produce lessons, Power Points, video and handout material and deliver appropriate gang prevention information to staff at secondary campuses.			
5) Finalize the design of four (4) CFPD zones in the District allowing for balanced services, officer deployment and future growth in identified areas.		Captain, (Command Staff Support as needed)	Develop and implement quadrant law enforcement deployment map/plan to equally deliver officers and services to the campuses and facilities in CFISD.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









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

Performance Objective 3: Counseling, Health Services, Career and Technological Education (CTE), Food Services: By May 2016, all campuses in Cypress-Fairbanks ISD will meet the performance objectives and targets outlined in the campus improvement plans. The counseling department, health services, CTE, and food services will support this attainment via the strategies outlined in the District Improvement Plan.

Evaluation Data Source(s) 3: STAAR Results

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) COUNSELING: Increase teacher, student, and parent awareness of issues regarding sexual abuse of children as required by HB 1041. Review curricula to identify existing instruction on this topic, and add objectives as warranted. Provide training for staff. Continue involving and informing parents via letters and internet postings.		Guidance & Counseling Director and Coordinators, campus administrators, and campus counselors	Training provided to staff, review of curricula, and information provided to parents.			✓
2) COUNSELING: Address issues related to education about the prevention of dating violence as required by HB 121. Implement board policy FFH (Local). Provide awareness education to students and parents through multiple sources (i.e. counselor information sheets, the district website, and school publications.		Guidance & Counseling Director and Coordinators, campus administrators, and campus counselors	Awareness education provided to students and parents.			✓
3) COUNSELING: Ensure that the counselors role retains focus on implementation of the Developmental Guidance Program and assists students to develop the skills they need to enhance their personal, social, emotional, and career development. Address trauma resolution for students who have experienced natural disasters, health crisis, military tragedy, etc. Facilitate campus staffsâ€™ ability to detect warning signs of students who may be candidates for suicide or victims of child abuse. Address the following as needed: self;-confidence, motivation to achieve, decision making/goal setting/planning, interpersonal effectiveness, effective communication skills, cross-cultural effectiveness, and responsible behavior. Recognize students displaying early warning signs and have a possible need for early mental health or substance intervention.		Guidance & Counseling Director and Coordinators, campus administrators, and campus counselors	Training provided to staff via multiple modalities and number of students seen by the counselor.			✓
4) COUNSELING: Provide counseling services to at-risk students		Director of Counseling	Improved academic achievement of at-risk students.			✓
Funding Sources: State Compensatory Education - 110959.00						









<p>5) 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. For grades K-5: Participate in "CATCH" and Fitnessgram. For grades 6-8: Implement "SPARK" and "Healthy and Wise" and Fitnessgram. For high school: FitnessGram</p>		<p>Physical Education Teachers, Coordinated School Health Team, Director of Health Services, Elementary PE Coordinator and Secondary PE Curriculum Coach</p>	<p>Campus participation in CATCH, Healthy and Wise, SPARK, and Fitnessgram.</p>			
<p>6) CAREER AND TECHNOLOGICAL EDUCATION: Provide pregnancy related services (PRS) to eligible students to reduce absences and increase high school completion. (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 student's teachers to prepare materials for home bound instruction, including access to textbooks and/or alternatives for courses difficult to duplicate in a home environment. (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>Principals, lead counselor and teen parenting counselor, teen parenting teacher, high school child care director, campus staff, special populations/ CTE coordinator, CEHI staff, educational support services/ special education staff, district-wide CYSS staff, nurses</p>	<p>Number of students served with pregnancy related services and the number and types of services provided.</p>			
<p>7) FOOD SERVICES: Based on the district wellness plan: wellness for students, families, and employees are promoted at suitable school activities; nutrition messages are promoted in the cafeteria, classrooms, and to the public; and nutrition education is integrated into other areas of the curriculum as appropriate.</p>		<p>Director of Food Services</p>	<p>Monthly activity calendar that provides daily activities for wellness; brain break activities for classroom use; nutrition messages posted around the campus serving lines; nutrition information in the monthly menus; inclusion of health concepts in the health science curriculum.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = 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: By June 2017, all campuses in Cypress-Fairbanks ISD will meet the performance objectives and targets outlined in the campus improvement plans. Human Resources will support this attainment via the strategies outlined in the District Improvement Plan.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Collaborate with the Technology department to automate a paper process in Human Resources.		Human Resources and Technology	Automation of electronic new hire forms for employees. New hires will receive, complete and return their employment forms electronically.			
2) Implement and review campus improvement plan targets and campus incentive plan to determine effectiveness of the absence reduction strategy.		School Administration, Human Resources and Business and Finance	Decreased teacher absence.			
3) Develop a strategy to implement HR training for all supervisors.		Human Resources	All District supervisors are trained in HR fundamentals for supervision.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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 Administration and Leadership Development: By June 2017, all campuses in Cypress-Fairbanks ISD will meet the performance objectives and targets outlined in the campus improvement plans. School Administration and Leadership Development will support this attainment via the strategies outlined in the District Improvement Plan.

Evaluation Data Source(s) 2: STAAR Results

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Present leadership opportunities and information at various leadership meetings including DLT, DST, Associate Principal Meetings, DI Meetings, Assistant Principal Meetings, and Teacher Leadership Institute, New Administrator Institute, Aspiring Administrator Institute, Aspiring Principal Institute, New Principal Institute as well as post information to district website.		Associate Superintendent for School Administration & Leadership Development; Assistant Superintendents for School Administration	Agendas from meetings. Website will display the Competencies Framework, Portrait of a Cy Fair Administrator, and other leadership documents.			
2) Provide high quality training, mentoring and leadership development opportunities for principals and aspiring leaders that potentially lead to the principal position.		Associate Superintendent for School Administration & Leadership Development; Assistant Superintendents for School Administration; Staff Development; Leadership Development Continuum Committee	Registration of participants in courses. Participation in district programs such as Teacher Leadership Institute, New Administrator Institute, Aspiring Administrator Institute, Aspiring Principal Institute, New Principal Institute, REEP, Harvard Leadership Program, TASA Transformational Leadership Academy, Principals Institute, Houston Transformational School Leadership Consortium, Lamar University Executive Leadership Program, Houston Baptist University Master's Cohort, University of Houston Master's and Doctoral Cohort, and NAESP Mentoring Immersion Program. All new APs, DIs, and Associate Principals will participate in a mentoring program.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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: Communications and Community Relations. By June 2017, all campuses in Cypress-Fairbanks ISD will meet the performance objectives and targets outlined in the campus improvement plans. Communications and Community Relations will support this attainment via the strategies outlined in the District Improvement Plan.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) COMMUNICATION: Finalize Communication Resource Guide to provide helpful information to principals and department leaders.		Director, Communication Assistant Director, Communication	Print and distribute copies to all campuses and department.			
2) COMMUNICATION: Utilize data from communication survey to improve processes and procedures in district-wide communication.		Assistant Superintendent, Communication/Community Relations Director, Communication	An increase in the number of parents and/or community members that are reached through various communication outlets.			
3) COMMUNICATION: Continue to carry out the Bond Communication Plan.		Director, Communication Assistant Director, Communication	An increase in the number of visual updates (photos, graphs, tables, etc.) on the district's bond web page; An increase in the number of posts on social media outlets: Facebook, Twitter, LinkedIn, Spanish Twitter, LinkedIn. Increase the number of bond update videos.			
4) COMMUNICATION: Establish protocol for updating Spanish website to keep consistent with English website.		Coordinator, Spanish Public Relations Coordinator, Digital Content Director, Communication Director, Marketing/Business Relations	An increase in the number of web pages translated from English to Spanish; An increase in the number of Spanish web pages updated with current information.			
5) COMMUNICATION: Utilize comprehensive communication plan to increase engagement among community members and staff.		Director, Communication Assistant Director, Communication	An active document that is continuously updated throughout the year to enhance communication.			


6) COMMUNICATION: Upgrade TV Studio with state-of-the-art equipment.		Director for Cinema TV Assistant Superintendent, Communication/Community Relations	New equipment that enhances the quality of video production for the district.			
7) COMMUNITY ENGAGEMENT: Continue to define marketing opportunities for businesses including publications, buses and additional event sponsorships.		Director, Marketing/Business Relations	Report level of activity for businesses.			
8) COMMUNITY ENGAGEMENT: Redesign the district's intranet.		Coordinator, Digital Content Director, Marketing and Business Relations	A newly designed portal for employees.			
9) COMMUNITY ENGAGEMENT: Assess current guidelines, regulations and policy fundraising, advertising and volunteers.		Director, Marketing/Business Relations	Increase in the number of advertisers and volunteers.			
10) COMMUNITY PROGRAMS: Increase marketing of community programs to parents and other members of the CFISD community.		Director, Community Programs Assistant Director, Community Programs Director, Communication Assistant Director, Communication	Updates on web page and print publications; An increase in the number of social media posts.			
11) COMMUNITY PROGRAMS: Increase parent and community involvement with district.		Director, Community Programs Assistant Director, Communication	Expansion of Superintendent Fun Run			
12) COMMUNITY PROGRAMS: Increase quality and academic portion of programs offered.		Director, Community Programs	An increase in enrollment.			
13) COMMUNITY PROGRAMS: Redesign training to ensure consistency across community programs.		Director, Community Programs Assistant Superintendent, Communication/Community Relations	An increase in enrollment. An increase in the number of employees retained.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Financial, Technology, and Operations Management: The district will 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: By June 2017, all campuses in Cypress-Fairbanks ISD will meet the performance objectives and targets outlined in the campus improvement plans. Business and Financial Services will support this attainment via the strategies outlined in the District Improvement Plan.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Maintain an underlying bond rating of Aa1 from Moody's Investor Services, AA from Fitch Ratings, and AA from Standard & Poor's; Conduct ratings calls with major bond rating agencies; Coordinate with financial advisors and bond counsel to structure bond sales to meet current needs and to maintain effective debt management.		Chief Financial Officer	Rating calls with rating agencies; Standard & Poor's affirmed the underlying bond rating of AA and Moody's affirmed Aa1; Sale of 2016 bonds; Refunded bonds (series 2016) for interest savings.			✓
2) Maintain an operating fund balance of at least 14% of expenditures. Develop and maintain working long-range budget; Monitor state legislature to anticipate issues that may affect funding; Adopt a balanced operating budget. Monitor operating budget throughout year.		Chief Financial Officer	Five-year budget projections report and actual financial results; Attendance at Texas School Alliance meetings, TASBO Conferences, and TASA/TASB Conferences; Operating budget adopted by Board of Trustees; Quarterly budget reviews approved by the Board of Trustees.			✓
3) Provide funding for facilities, technology, and program needs. Conduct review of district facilities and technology; Identify immediate and future needs of the District. Monitor enrollment trends and evaluate demographic study; Schedule bond sales so funds are available when needed.		Chief Financial Officer	Update long-range facilities assessment and capital outlay plan; Updated demographic study; Sale of bonds and receive proceeds; Refunding of bonds.			✓
4) Maintain superior rating on the Financial Integrity Rating System of Texas		Chief Financial Officer	Obtain rating of 90 or more.			✓
						








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








Performance Objective 2: Technology: By May 2016, all campuses in Cypress-Fairbanks ISD will meet the performance objectives and targets outlined in the campus improvement plans. Technology will support this attainment via the strategies outlined in the District Improvement Plan.

Evaluation Data Source(s) 2: STAAR Results

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Develop a sustainable workforce that can serve the district's technology needs by implementing cross training with staff where there are single points of failure and building succession plans within each team.		Chief Technology Officer	Each team's workforce has the capability and capacity to provide services assigned to their team. Each team leader maintains a current succession plan. Each team's workforce is cross-training resulting in no single points of failure. Each team is developing professional training plans for staff responsible for new technology.			
2) Lay the foundation for building systematic processes in all key service areas with structured activities that will result in providing consistent, reliable services to our staff and students.		Chief Technology Officer	Key processes documented in each team's area. Key Performance Indicators defined by each team. KPIs used to evaluate and improve each team's key processes and performance.			
3) Set forth a strategic framework for managing the 2014 Bond Technology Infrastructure projects that will result in designing the architecture that will fulfill the needs of the Long Range Planning Committee's recommendations through the year 2020, within the Bond budget.		Chief Technology Officer	Project management teams are in place to plan monitor, and track progress for each Technology Infrastructure 2014 Bond project. Weekly project review to address schedule completions and budget allocations. Technology infrastructure upgrades are available for use.			
4) Build a world-class quality K-12 technology service system including achieving level 2 in the process and results categories based on the criteria defined by the National Institute for Standards and Technology (www.nist.gov) Baldrige for Education.		Chief Technology Officer	Each team leads their staff using effective, systematic approaches in each of the Performance Excellence Program (PEP) categories (Leadership, Strategic Planning, Customer Focus, Measurement Analysis/Knowledge Management, Workforce Focus, and Operations Focus). Each team produces results with trend data and comparative data. Each team builds organizational capacity using the core values as guiding principles for how staff provides service to the district.			

5) Build a Virtualized Server Data Center with all applications deployed.		Chief Technology Officer	Project management team in place to plan, monitor, and track progress for Virtualized Server Data Center deployment. Weekly project review to address schedule completions and budget allocations. All virtualized infrastructure upgrades are available for use in January 2017.			
6) Install a Storage Area Network (SAN)		Chief Technology Officer	Solicitation of a SAN RFP and vendor selection completed. Project management team in place to plan, monitor, and track progress for SAN installation. Weekly project review to address schedule completions and budget allocations. All SAN infrastructure upgrades are available for use in 2016-2017.			
7) Develop Backup, Recovery, Business Continuity		Chief Technology Officer	Project management team in place to plan, monitor, and track progress for Backup/Recovery development. Weekly project review to address schedule completions and budget allocations. All Backup/Recovery infrastructure upgrades are available for use in 2016-2017.			
8) Install Wireless Access Infrastructure		Chief Technology Officer	Project management team in place to plan, monitor, and track progress for Wireless Access Infrastructure. Weekly project review to address schedule completions and budget allocations. All Wireless Access infrastructure upgrades are available for use in 2016-2017.			
9) Replace Telephone Systems		Chief Technology Officer	Project management team in place to plan, monitor, and track progress for VOIP interface. Weekly project review to address schedule completions and budget allocations. VoIP unified communications system in place for use during 2016-2017.			
10) Implement cross training with staff that are single points of failure in every team (Customer Care Center, Device Imaging and Integration, Network Infrastructure and Communications, Information Services and Applications, and Aquisitions, Assets, and Sustainability, by December 2017.		Director of Networks, Infrastructure, and Communications	Cross training plans are complete and single points of failure are eliminated.			
11) Expand the Customer Care Center to include all Technology Services provided by the department, which includes Information Services and Applications, by July 31, 2017.		Chief Technology Officer	Customer Care Center will assist with additional service requests completion in order to reduce the number of assigned service requests for resolution.			














12) Install Network Electronics Infrastructure		Chief Technology Officer	Project management team in place to plan, monitor, and track progress for Network Electronics Infrastructure. Weekly project review to address schedule completions and budget allocations. All Network Electronic infrastructure upgrades are available for use in January 2017.			
13) Upgrade Fiber and Cabling Connectivity		Chief Technology Officer	Project management team in place to plan, monitor, and track progress for fiber and cabling connectivity. Weekly project review to address schedule completions and budget allocations. All cabling and fiber infrastructure upgrades are available for use in January 2017.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: Support Services: By June 2017, all campuses in Cypress-Fairbanks ISD will meet the performance objectives and targets outlined in the campus improvement plans. Support Services will support this attainment via the strategies outlined in the District Improvement Plan.

Evaluation Data Source(s) 3: STAAR Results

Summative Evaluation 3:











Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Eliminate DC Obsolete Merchandise		Distribution Center Manager	eFinance-Inventory Obsolescence Report			
2) Increase breakfast/lunch participation by 3% over last year		Food Service Director	POS reports of total meals served will document progress.			
3) Purchase scanners and software for equipment tracking.		Director of Operations Operations Supervisor	Equipment inventory is traceable and comparable to fixed assets inventory.			
4) Continue to add contracted vendors to the Punch-Out online ordering system to ensure that the appropriate discount is applied to district purchases.		Fixed Asset & Inventory Accountant	When all contracted instructional supply vendors are on the system.			
5) Implement a Digital Submission Software Program		Print Center Manager	Campus will be able to create, submit and track their printing requests via the internet.			
6) Increase A.M. on-time performance by 5%		Director and Assistant Directors of Transportation	Minimum of 5% increase in number of buses arriving within the planned arrival times at each campus.			
7) Decrease school bus driver turnover rate by 5%.		Assistant Director of Transportation: HR	Minimum of 5% decrease in the number of drivers resigning from previous year.			
8) Decrease preventable accidents by 5%		Director, Assistant Directors of Transportation and Training Coordinator	Preventable accidents will decrease 5% from previous year.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						










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

Performance Objective 4: Facilities and Construction: By June 2017, all campuses in Cypress-Fairbanks ISD will meet the performance objectives and targets outlined in the campus improvement plans. Facilities and Construction will support this attainment via the strategies outlined in the District Improvement Plan.

Evaluation Data Source(s) 4: STAAR Results

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Complete remaining new facilities in 2007 Bond Program (HS #12, ES #55 and ES #56)		Directors, Project Managers	Substantial completion and closing out projects within budget and established timelines.			
2) Implement Phase II, III and IV of 2014 Bond Program		Directors, Project Managers	Substantial completion and closing out projects within budget and established timelines.			
3) Enhance the technology skills of the Maintenance Department foremen.		Director of Maintenance, Technology Department	Training provided monthly.			
4) Continue to network with surrounding districts to enhance the efficiency of the Maintenance Department.		Director of Maintenance	Procedural changes, enhanced efficiencies.			
5) Strive to improve the Safety Training Program in the Maintenance Department to help reduce on the job injuries and workers compensation costs to the District		Director of Maintenance	A reduction in accidents and workers compensation costs			
6) The Maintenance Department will work closely with the District Emergency Manager to ensure security at our District facilities and campuses.		Director of Maintenance	Positive security audits			
7) Participate in SchoolDude FSA program Beta Test with ALC-SSI program (5 campuses)		Energy Manager	Pilot Implementation and Evaluation			
8) Implement School Dude FSA, ALC SSI & Unify Integration program – District Wide		Energy Manager	Implemented District-wide			
9) Expand use of CenterPoint Energy's Retro Commissioning Program to maximize energy efficiencies.		Energy Manager	Plan implementation.			
10) Pursue electricity rebate programs funded from CenterPoint and other entities for implementation of energy retro fit projects, operating system procedures and new construction to increase energy efficiency with a goal of receiving \$100,000.		Energy Manager	Rebates received. Implementation of retrofit/completion of new construction projects.			

11) Benchmark District through CenterPoint S.C.O.R.E. Program.		Energy Manager	Benchmark completed by CLEARResults.			
12) Re-evaluate utility cost per square foot for outside use group.		Energy Manager	New rate structure for outside use rental fees.			
13) Write District Construction Specifications that align with District standards.		Director of Construction Field Services	Completed specifications provided to architect for future projects.			
14) Full update of Educational Specifications: Elementary, Middle and High School.		Director of Design and Facilities Planning	Weekly meetings and work sessions.			
15) Assist with Construction Standards to align with current Educational Specifications updates.		Directors/Director of Design and Facilities Planning	Meetings and work sessions every other week.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	READING/ELA: Train literacy teachers to review data and set short term measurable goals using 3-week checkpoints to improve student reading achievement. Train campus administrators to support teachers in the aforementioned process. (Currently on 3 elementary campuses and 2 middle school campuses)
1	1	3	READING/ELA: Mobile Library Access to quality literacy materials in pockets of high poverty.
1	1	4	Reading/ELA: Provide reading/ELA support to at-risk students.
1	1	5	READING/ELA: Restructured curriculum units to make them grade level specific; overview section in each content area unit now includes guiding questions and essential understandings; mentor text lists in the lesson plan overview; instructional specialists are being trained on how to differentiate lessons; notes section of lesson plans added to provide "pre-teach" information; and building content knowledge of instructional specialists.
1	1	6	READING/ELA: For each grade level, provided a list of recommended readings for English Language Learners and students receiving special education services for grades 7-12; hosted five share sessions for high school teachers who serve students receiving ELL or SPED services (share instructional strategies and suggested lessons); Writing Workshop (fall) and Writing for STAAR (spring); providing scaffold lessons with appropriate accommodations for special education teachers; provide lessons with appropriate accommodations and strategies for ELL learners.
1	1	7	READING/ELA: Elementary "Get in the Game" STAAR training (grades 3-5).
1	1	8	WRITING: Added in immersion to units; on demand assessments to focus on comprehension; re-organized the writing process to allow for more draft, craft, and revision days; continue to support IS staff members as they support writing, and writing think tank with principals and surrounding districts.
1	1	9	WRITING: Elementary writing professional development for third and fourth grade writing teachers.
1	1	10	READING/WRITING: Provide classroom teachers with professional development on using books in classroom libraries and with the reading and writing curriculum. Provide books to support the implementation of professional development. (Monitor School and PBMAS)
1	1	11	Math: Provide math support to at-risk students.
1	1	12	MATH: Implement professional development focusing on the math TEKS (grades K-12).
1	1	13	MATH: Training added ELL strategies (specifically emphasizing them), changed teacher notes to identify more vocabulary and added misconceptions that students may have and essential questions. This was followed up with teacher training.
1	1	14	SCIENCE: Provide science support to at-risk students.

Goal	Objective	Strategy	Description
1	1	16	SOCIAL STUDIES: Provide professional development focusing on effective reading strategies and literacy based instruction; Provide professional development focusing on a variety of instructional strategies for the ELL learner; model vocabulary enrichment strategies in workshops; and use DPM/district data to determine curriculum needs such as instructional resources and test banks.
1	1	17	READING/ELA and MATH: Evaluate and refine Summer Primary Literacy Camp (K-2) (Camp Summit) with the intent to offer this opportunity in the summer of 2017. Evaluate and refine Algebra Camp with the intent to offer this opportunity in the summer of 2017.
1	1	37	ENGLISH LANGUAGE LEARNERS: Support language acquisition and academic content for English Language Learners (Title III LEP).
1	1	38	ENGLISH LANGUAGE LEARNERS: Support language acquisition and academic content for immigrant students (Title III Immigrant).
1	1	39	ENGLISH LANGUAGE LEARNERS: Support parent involvement by providing English as a Second Language Classes (Title III Immigrant).
1	1	40	ENGLISH LANGUAGE LEARNERS: The curriculum and instruction department along with the office of English Language Learners will: (1) provide teacher training on implementation of the ELPS and (2) provide campuses with ELL coaching/planning support for bilingual/ESL teachers.
1	1	48	SPECIAL EDUCATION: Monitor and evaluate learning outcomes for students who receive special education services in the core content areas each six weeks to ensure students are meeting six/nine weeks passing standards. Set target goals to increase the passing rates for students with disabilities on STAAR for each campus. Implement the option for grade recovery for student receiving special education services at the high school level each six weeks. Improve student outcomes by continuing to develop teachers knowledge of standards based IEPs and their appropriate implementation of IEPs. Monitor the use of accommodations and modifications for student receiving special education services in all content and instructional settings for accurate and appropriate implementation.
1	1	49	SPECIAL EDUCATION: Continue to provide curriculum coaches and other identified sped staff with staff development in the area of content coaching. Provide follow-up sessions which will focus on providing teachers with a better understanding of how to accommodate and/or modify lesson for individual student with disabilities.
1	1	50	SPECIAL EDUCATION: Continue to offer a variety of staff development to general and special education teachers on the use of best practices to provide the identified services in a students IEP for both academics and behaviors.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	READING/ELA: Train literacy teachers to review data and set short term measurable goals using 3-week checkpoints to improve student reading achievement. Train campus administrators to support teachers in the aforementioned process. (Currently on 3 elementary campuses and 2 middle school campuses)
1	1	3	READING/ELA: Mobile Library Access to quality literacy materials in pockets of high poverty.
1	1	4	Reading/ELA: Provide reading/ELA support to at-risk students.
1	1	5	READING/ELA: Restructured curriculum units to make them grade level specific; overview section in each content area unit now includes guiding questions and essential understandings; mentor text lists in the lesson plan overview; instructional specialists are being trained on how to differentiate lessons; notes section of lesson plans added to provide "pre-teach" information; and building content knowledge of instructional specialists.
1	1	6	READING/ELA: For each grade level, provided a list of recommended readings for English Language Learners and students receiving special education services for grades 7-12; hosted five share sessions for high school teachers who serve students receiving ELL or SPED services (share instructional strategies and suggested lessons); Writing Workshop (fall) and Writing for STAAR (spring); providing scaffold lessons with appropriate accommodations for special education teachers; provide lessons with appropriate accommodations and strategies for ELL learners.
1	1	7	READING/ELA: Elementary "Get in the Game" STAAR training (grades 3-5).
1	1	10	READING/WRITING: Provide classroom teachers with professional development on using books in classroom libraries and with the reading and writing curriculum. Provide books to support the implementation of professional development. (Monitor School and PBMAS)
1	1	11	Math: Provide math support to at-risk students.
1	1	12	MATH: Implement professional development focusing on the math TEKS (grades K-12).
1	1	13	MATH: Training added ELL strategies (specifically emphasizing them), changed teacher notes to identify more vocabulary and added misconceptions that students may have and essential questions. This was followed up with teacher training.
1	1	17	READING/ELA and MATH: Evaluate and refine Summer Primary Literacy Camp (K-2) (Camp Summit) with the intent to offer this opportunity in the summer of 2017. Evaluate and refine Algebra Camp with the intent to offer this opportunity in the summer of 2017.
1	1	37	ENGLISH LANGUAGE LEARNERS: Support language acquisition and academic content for English Language Learners (Title III LEP).
1	1	38	ENGLISH LANGUAGE LEARNERS: Support language acquisition and academic content for immigrant students (Title III Immigrant).

Goal	Objective	Strategy	Description
1	1	39	ENGLISH LANGUAGE LEARNERS: Support parent involvement by providing English as a Second Language Classes (Title III Immigrant).
1	1	40	ENGLISH LANGUAGE LEARNERS: The curriculum and instruction department along with the office of English Language Learners will: (1) provide teacher training on implementation of the ELPS and (2) provide campuses with ELL coaching/planning support for bilingual/ESL teachers.
1	1	48	SPECIAL EDUCATION: Monitor and evaluate learning outcomes for students who receive special education services in the core content areas each six weeks to ensure students are meeting six/nine weeks passing standards. Set target goals to increase the passing rates for students with disabilities on STAAR for each campus. Implement the option for grade recovery for student receiving special education services at the high school level each six weeks. Improve student outcomes by continuing to develop teachers knowledge of standards based IEPs and their appropriate implementation of IEPs. Monitor the use of accommodations and modifications for student receiving special education services in all content and instructional settings for accurate and appropriate implementation.
1	1	49	SPECIAL EDUCATION: Continue to provide curriculum coaches and other identified sped staff with staff development in the area of content coaching. Provide follow-up sessions which will focus on providing teachers with a better understanding of how to accommodate and/or modify lesson for individual student with disabilities.
1	1	50	SPECIAL EDUCATION: Continue to offer a variety of staff development to general and special education teachers on the use of best practices to provide the identified services in a students IEP for both academics and behaviors.

Title I

Schoolwide Program Plan

All campuses in CFISD have created a school-wide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps that our campuses follows include:

1. Establishing and training our site-based planning team.
2. Clarifying the vision for school reform.
3. Identifying data sources and gathering the data.
4. Analyzing the data.
5. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the school-wide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our school-wide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Our campuses have conducted a comprehensive needs assessment that serves as the centerpiece of the planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2: Schoolwide Reform Strategies

Our school-wide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research.

2. Identify how each activity in our school strengthens the core academic program for all students, particularly low-achieving students.
3. Identify scientifically-based research programs that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Consider how materials are used in the various core areas to maximize student learning.
6. Identify programs within our school that address enriched and accelerated curriculum issues.
7. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified professional teachers is an important component of the schoolwide plan. Procedures in use to ensure that instruction is provided by highly qualified teachers include:

1. Provide time for high-quality professional development.
2. Provide an effective mentoring system.
3. Monitor effectiveness of teachers by frequent walk-throughs, observations and data analysis.
4. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
5. Implement strategies to provide clear lines of communication between teachers and administrators.
6. Employ highly qualified teachers and if not possible, notify parents.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Our campuses utilize high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Coordinate professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

Our campuses follow district procedures for recruiting and attracting highly qualified teachers.

1. Offer high quality professional development.
2. Provide supplemental materials to increase student achievement and reduce the need for teachers to purchase materials on their own.
3. Celebrate staff and student achievements.

6: Strategies to increase parental involvement

Our campuses understands that parental involvement is a major key to students' success.

1. Develop jointly with parents a home-school agreement and written parent involvement policy.
2. Communicate with parents in a language and form they easily understand.
3. Communicate regularly with parents about student achievement and opportunities for parent involvement.
4. Provide professional development on the value of parent involvement, increasing communication with the home and the importance of the contribution of parents.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Our campuses recognize and emphasize the value of creating a coherent and seamless educational program for at-risk students.

1. Conduct community awareness campaigns and registration days.
2. Provide students and parents information, activities and instructional materials to assist preschool children in their transitions from early childhood programs to the public school.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. Campuses provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Multiple staff are included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Our campuses provide effective, timely additional assistance, to insure students' difficulties are identified on a timely basis, and to provide sufficient information upon which to base effective assistance to student who experience difficulties in mastering standards.

1. Use formative and summative assessment data to monitor individual student progress so that interventions and assistance will be effective and timely.
2. Continuously review current student achievement data to monitor and adjust instruction.

10: Coordination and integration of federal, state and local services and programs

All our Title I campuses are school-wide programs; therefore, they have ability to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through improvement planning and budgeting

process, they are able to coordinate most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Secretary	Title I	1

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

English Language Arts/Reading

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Ensure that students read and write every day and teach/re-teach the reading and writing processes throughout the entire school year.
- 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 and allow students to select from among varied genres and reading levels in classroom libraries.
- Post and use anchor charts in English language arts/reading 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 and best practices 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 and small group guided reading or strategy group instruction.
- Integrate social studies and theater arts TEKS in English language arts/reading classes.

Mathematics

- Model and expect students to use the 4-step Problem Solving Process with all math problems.
- Post and use student-made anchor charts in math classrooms.
- Teach fact fluency for 10-15 minutes daily during math instruction.
- Use FASTT math to assist students with fact fluency.
- Use math manipulatives and provide hands-on experiences to help students develop concept understandings.
- Teach using District suggested best-practice strategies. Do not use "tricks" as they do not provide students with a mathematical explanation or understanding.
- Use Interactive Math Notebooks and send them home daily in 2nd- 5th grade.
- Encourage student discourse/discussion including justifications, similarities, and differences.

Science

Engage students to become STEM literate with 5E lessons that

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

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.

English Language Arts/Reading (Grade 7 & 8)

- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.

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.

Science

- Teachers will develop STEM literate students by collaboratively planning instructional units that support students' development of "STEM 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 STEM 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.
- Use interactive questioning strategies to demonstrate multi-step processes when applying information.
- "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.

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.

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.

Science

- Teachers will develop STEM literate students by collaboratively planning instructional units that support students' development of "STEM 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 STEM 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.
- Use interactive questioning strategies to demonstrate multi-step processes when applying information.
- "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.