

Cypress-Fairbanks Independent School District

2014-2015 Improvement Plan

Accountability Rating: Met Standard



Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on the 2014 Texas Academic Performance Report (TAPR), the district has the following student demographics:

- 111,173 students enrolled
- 16.6% African American
- 43.6% Hispanic
- 28.3% White
- 49.3% Economically Disadvantaged
- 15.3% English Language Learners

Based on the 2014 Texas Academic Performance Report (TAPR), the staff break down is as follows:

- Teachers 6,674.5
- Professional Support 1,048.1
- Campus Administration (School Leadership) 489.2
- Central Administration 63.0
- Educational Aides 1,630.8
- Auxiliary Staff 3,406.8

Based on the 2014 Texas Academic Performance Report (TAPR), the 2012-13 attendance rates are as follows:

- All: 95.9%
- African American: 95.7%
- Hispanic: 95.8%
- White: 95.8%
- Economically Disadvantaged: 95.6%

Based on the 2014 Texas Academic Performance Report (TAPR), the district's 2012-13 mobility rate was 12.7%.

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

In July 2014 TEA notified districts of those schools that were awarded “Reward School” status in the high-performing category. Two of our schools, Post Elementary and Jersey Village High School received this high honor. Campuses earned this honor if they were a title I school with distinction designations in reading and math, met all federal system safeguard targets at 75%, and for high schools a title I school with completion rate of 90% or higher. There were only 37 campuses in the entire Region IV that earned this recognition. CFISD was the only district in our immediate area that earned this recognition. Additionally, four of our campuses were awarded the Reward School status in the High Progress area. These campuses were Cypress Springs High School, Jersey Village High School, Matzke Elementary, and Wilson Elementary. This honor was awarded to Title I campuses that earned the 25% student progress distinction designation and met all the federal system safeguard targets of 75% in reading and math. There were only 52 campuses in the entire Region IV that earned this recognition.

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 the performance from the first administration to the third administration went up by 10 points for 5th grade reading, 9 points for 5th grade math, 7 points for 8th grade reading, and 12 points for 8th grade math.

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.

71% of our campuses earned at least one distinction designation in 2014 as opposed to 51% in 2013. This is an increase of 20%!

House Bill 5 requires school districts to evaluate the district’s performance and the performance of each campus in the district in community and student engagement and in compliance. The community engagement requirement is an opportunity for districts to demonstrate areas of excellence and success as well as recognize areas in need of improvement and set future goals valued in the community. It is important to note that this evaluation is separate from and in addition to state and federal accountability requirements. Campuses and districts are held accountable for state accountability, federal accountability, and community and student engagement accountability. Additionally, the evaluation will look different in each school district across the state of Texas...because the evaluation is locally developed around a specific set of criteria. We are required to evaluate ourselves in the following areas: Community and Parent Involvement, Wellness/PE, 21st Century Workforce Development and Second Language Acquisition. As required by law, campus ratings must fall in one of four categories (Exemplary, Recognized, Acceptable, and Unacceptable). For the 2013-14 school year, 78 of our campuses had an overall rating of Exemplary and 3 of our campuses had an overall rating of Recognized.

Student Achievement Needs

In the state and federal accountability system:

- The district missed the following system safeguards at the state target of 55%: Social Studies (ELL)
- The district missed the following system safeguards at the federal target of 79%: Reading (AA, H, ED, SPED, ELL) and Math (AA, SPED, ELL)
- The district missed the following system safeguard target for Federal Graduation Rate: (SPED and ELL)

NOTE: Due to the fact that the district's 2014 state accountability rating was "Met Standard" the missed system safeguards only have to be addressed in the district improvement plan.

In the Performance Based Monitoring Analysis System (PBMAS), the district was staged in the following areas:

- Bilingual Education/English as a Second Language
- 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 implement 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 focus on areas in which student performance dropped from 2013 to 2014.
- Provide needed professional development to assist district and campus personnel with implementation of the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).
- 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:

- Provides training to, and support for the 70 CFISD campuses currently implementing PBIS. The number of CFISD campuses implementing PBIS Level II increased to 30 for the 2014-2015 school year. Since the inception of PBIS, implementing campuses have shown a consistent decrease in discipline office referrals.
- Support teachers, administrators, paraprofessionals and substitutes through staff development courses which address classroom management, student behavior and team building. Student Services facilitated 119 staff development trainings reaching over 4,000 participants during the 2013-2014 school year.
- All campus staff would be properly trained to respond to an emergency crisis on the campus as a result of drills and planning.
- Increased attendance rate by .5% for high school students who have 6 to 8 unexcused absences.

Cy-Fair Police Department

- Support of the District Administration, Board of Trustees, and Community.
- The proposed staffing allotment plan is appropriate for the district and our future growth.
- Professionalism, experience and training of our police officers, campus security officers, police tele-communicators, alarm and camera technicians, and support staff.
- As a start-up police department we are fortunate to have a new vehicle fleet, equipment, technology, and facility to help ensure that quality law enforcement services are delivered daily.
- Relationships and partnerships with our area law enforcement partners.

District Culture and Climate Needs

Student Services:

- Decreasing the disproportionate discipline actions assigned to minority students in CFISD.
- Establish appropriate time to successfully complete drills and training for emergency responses.
- Reduce failure to attend court cases by 5%.

Cy-Fair Police Department

- Successful recruiting, hiring, and retention initiatives.
- Increase training to continue to remain informed and current on school safety law enforcement trends and techniques.
- Continued funding and staff for district growth supporting Vision 2020.
- Expansion to the district's radio system to improve communications with campuses, other district facilities and administrative staff.
- School safety and crime prevention programs to proactively present to our students, staff, and community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Human Resources:

- HR has staff members cross-trained so we can provide continuous customer service to our customers.
- Human Resources continuously strives to be timely and responsive to all of our employees.
- We maintain up-to-date knowledge of HR which allows us to stay current on the HR state and federal compliance requirements for school districts.

Leadership Development:

- A competencies framework for the principalship was developed.
- A formalized mentoring program was established for all newly hired assistant principals, directors of instruction, and associate principals.
- Leadership development training was provided that prepared potential, newly appointed, and emerging leaders for various administrative roles.
- An advisory committee was established to monitor and evaluate implementation of the leadership development action plans.
- A series of inaugural courses is being offered for administrators who wish to further prepare themselves for additional leadership opportunities. The courses consist of the following: CIP Roadmap to success, Administrative Intervention, The 3 P's for Leaders of Curriculum and Instruction, An Overview of the Functions of the Business and Financial Services Department, and Human Resources - Non-Renewal and Termination Process.

Staff Quality, Recruitment, and Retention Needs

Human Resources:

- 100% substitute coverage for teachers in their absence.
- Decrease the number of days a teacher is out of the classroom.
- Retain high performing teachers.
- Increase process efficiency by eliminating paper processes and replacing them with automated HR approval and workflow processes.

Leadership Development:

- Align all documents and functions related to the hiring of principals to establish principal competencies.
- Provide high quality training, mentoring, and leadership development opportunities for principals and various roles that potentially lead to the principalship.

- To ensure our pool of principal candidates is representative of the demographics of the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

- Balanced literacy approach implemented in 6th grade ELAR block class.
- Monitor and assess curriculum alignment and instruction through the use of common assessments.
- Provide specific, structured lessons and resources in iXplore to strengthen first time instruction.
- Provide teachers with TEKS-based materials designed to ensure rigor.
- Use of standard data dig form in secondary core content areas.
- Implement STAAR Mapping and STAAR Tracking sessions for campus administrators.
- Alignment of curriculum coordinator grade span responsibilities.

Curriculum, Instruction, and Assessment Needs

- Explore implications and pilot program for all day pre-kindergarten.
- Pilot program to focus on training literacy teachers to review data and set short term measurable goals using 3-week checkpoints to improve student reading achievement.
- Increased staff development regarding 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.
- Provide professional development regarding the updated mathematics TEKS.
- Provide additional funding to five high schools and two middle schools to provide for the needs of at-risk students.
- Provide students with college and career focused information.
- Increase teachers knowledge of the ELPS.

Family and Community Involvement

Family and Community Involvement Strengths

Communication:

- An increase in communicating via social media.
- Completion of redesign of district and campus websites.
- Restructuring of CFTV - including launch of YouTube Channel.
- Implementation of School Messenger.

Community Programs:

- Program staff building relationships with parents.
- Parents continue to inquire about our activities/events.
- Quality of programs provided.

Community Engagement:

- Transitioned paper processes for volunteer, mentor and criminal record history checks to online forms.
- Steady increase in business involvement with the district.
- Restructured procedures for distribution of coupons/incentives to campuses.
- Redesigned the district and school websites.
- Increased communication to all volunteers including SRC and PTO opportunities.

Family and Community Involvement Needs

Communication:

- New equipment for TV Studio and Board room.
- Completion of an in-depth communication plan, including fine-tuning departmental processes/procedures.
- Increasing the number of parents/teachers signed on to School Messenger.

Community Programs:

- Uniform method for communicating our programs to the community.
- Redesign of our training for the clerks in Club Rewind (to ensure consistency).
- Inclusion of training for campus or "front" district personnel to be aware of our department.

Community Engagement:

- Increase number of school adoptions.
- Increase number of mentors.
- Further define marketing opportunities for businesses.
- Redesign the intranet website.
- Assess current guidelines, regs and policy regarding fundraising, advertising and volunteers.

District Context and Organization

District Context and Organization Strengths

Business and Finance:

- Moody's Investor Services upgraded the District's underlying bond rating to Aa1 (with a stable outlook).
- District's operating fund balance exceeds 37% of expenditures.
- Received superior achievement for the Financial Integrity Rating System of Texas.
- Administrative cost ratio lowest in Harris County.
- Received the certificate of achievement for excellence in financial reporting from Association of School Business Officials and Government Financial Officers Association.
- Texas Comptroller's Leadership Circle Platinum Member for financial transparency.
- ERG named District most effective and efficient district in Texas.
- Passed \$1.2 billion bond referendum in May 2014 to provide funding for facilities, technology and program needs.
- Sold bonds in March and October 2014 to provide funding for facilities, technology and program needs.

Facilities and Construction:

- Staff works as a cohesive team.
- Courteous, respectful staff; willing to go the extra mile.
- Compliance with local, state and federal policies, regulations and laws.

Support Services:

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

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.
- Educate Fitch and Standard and Poor's regarding the District's financial strength.
- 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 rate.

Facilities and Construction:

- Job openings filled to help support the design and construction of the new \$1.2 billion bond program and the continued growth of the district with regard to maintenance and operations.
- Project management software purchased to improve communication and accountability between CFISD Project Managers, Architects, General Contractors and Sub-contractors, thereby saving time and money.
- Update archiving process for the utilization of a digital filing/archive system to allow districtwide immediate access to building construction records.

Support Services:

- Updated Technology required in most areas.
- Maintaining appropriate staffing levels is difficult, particularly in Transportation and Food Service.
- Communications systems require updating, particularly telephone systems. Parents and campuses have a difficult time contacting departments during peak times.

Technology

Technology Strengths

- The passing of the 2014 Bond referendum will set forth a strategic framework for managing the 2014 Bond Technology Infrastructure projects that will result in designing an architecture that will fulfill the needs of the Long Range Planning Committee's recommendations through the year 2020. The Bond referendum *resulted in \$217,256,066 with \$90,391,214 allocated for technology infrastructure and \$126,864.84 allotted for instructional technology.*
- In the last twelve months the Technology Services department has built a framework for managing a technology service system based on national standards (Baldrige for Education), which sets a foundation in place to provide world-class K-12 technology service. This framework *resulted in achieving an average of 92% customer satisfaction rating, a reduction of 91% in the overall average service request cycle time, and a decrease of 76% in the backlog (old) open service requests.*
- Organizational structures have been revised with additional staff and employee cross training plans, and teams have been restructured to support a sustainable workforce with a shared organizational vision, mission, values, strategic plan, goals, and collaboration. This new structure has *resulted in an average of 93% employee satisfaction in the last twelve months.*
- Adopted a stringent project management and communication strategy for completing major projects, which *resulted in successfully implementing twelve (12) mission critical systems and stabilizing the technology infrastructure. The following shows the 12 systems that were implemented during the 2013-2014 school year:*
 1. Replaced the technology service request management system with iSupport.
 2. Replaced the district's technology asset tracking system with Hayes.
 3. Migrated the district's network from Novell to Microsoft Active Directory.
 4. Replaced all Business Services software with SunGard's latest software, eFinance 5.0.
 5. Standardized and replaced the Microsoft Office suite with Microsoft Office 365.
 6. Replaced Novell Groupwise E-mail with Microsoft Office 365 Outlook.
 7. Replaced SunGard's eSchoolPlus Student Information Systems servers and processors.
 8. Upgraded the Sungard's eSchoolPlus Teacher Access Center (TAC).
 9. Replaced the district's Internet content filter from Trustwave 8e6 to FortiGuard.
 10. Upgraded the library automation software and hardware with the latest version of Destiny.
 11. Updated the district Technology Plan and received certification from the Texas Education Agency through the year 2017.
 12. Replaced our Internet Service Provider (ISP) services from Phonoscope to ICTX, which increased Internet bandwidth capacity by 200%.

Technology Needs

- The greatest area of need is time and patience to successfully implement the Bond's technology infrastructure upgrades. The upgrade timeline 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. The technology upgrades are needed now and upgrades will need to be implemented in a production environment. There is limited time in the instructional schedules to "bring down systems" because of the need to provide 100% availability of systems.
- The Network Infrastructure and Communications team, specifically in the areas of Network Management and Operations, and Enterprise Communication and Networks, are understaffed. As new technology infrastructure and systems are implemented, staff in these areas need to be expanded.
- The Technology Services' employees need training and experience in the new technology systems. The workforce must have the capability and capacity to provide new services. Succession plans and cross training within critical job skills are also needed.
- Key technology processes need to be defined and documented.

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
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data





- Communications data
- Budgets/entitlements and expenditures data

Goals











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

Performance Objective 1: Curriculum and Instruction and Accountability: By May 2015, 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.








Summative Evaluation: STAAR Results








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) EARLY LITERACY: Implement an all-day Pre-Kindergarten initiatives at one CFISD elementary campus (Francone).	Director of Elementary Curriculum and Instruction, Coordinator of Primary Reading and Math, Campus Principal	Increased achievement level of participating students as measured by end of year district developed test.			
Critical Success Factors CSF 1 CSF 2 CSF 7 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. (Pilot Program on four elementary campuses and two middle school campuses).	Director of Elementary Curriculum and Instruction, Director of Middle School Curriculum and Instruction, Coordinator 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.			
State System Safeguard Strategies Critical Success Factors CSF 1 3) READING/ELA: Implement updated staff development on revising and editing for all elementary reading/ELA teachers.	Coordinator of Elementary Reading	Implement improved strategies for teaching students revising and editing skills.			
4) READING/ELA: Mobile Library Access to quality literacy materials in pockets of high poverty.	Director of Curriculum and Instruction Special Populations	Number of students and parents using the mobile library.			

5) READING/ELA: Provide additional writing support to a campus(es) to improve revising/editing/writing skills of the students.	Elementary Director of Curriculum and Instruction and Coordinator of Elementary Reading/Language Arts	STAAR Writing Scores			
6) Reading/ELA: Provide reading/ELA support to at-risk students.	Coordinator of Elementary Reading/ELA, Coordinator of Secondary ELA, Coordinator of Secondary Reading	Improved STAAR reading scores			
7) Math: Provide math support to at-risk students.	Coordinator of Elementary Math, Coordinator of Secondary Math	Improved STAAR math scores			
8) SCIENCE: Provide science support to at-risk students.	Coordinator of Elementary Science	Improved STAAR Science scores			
<p style="text-align: center;">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 4</p> 9) 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 2015. Evaluate and refine Algebra Camp with the intent to offer this opportunity in the summer of 2015.	Director of Elementary Curriculum and Instruction, Coordinator of primary reading, Director of high school Curriculum and Instruction, Coordinator of secondary math	Increase in individual student's reading levels. Students earning Algebra I credit and passing the Algebra I EOC.			
10) CO-CURRICULAR: Support 5 high schools and two middle 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.			
11) CO-CURRICULAR: Implement ASCD Initiative to build the coaching capacity of the campus instructional coaches to improve planning, first time instruction, and student achievement. In addition, defines the collaborative roles of campus principal (administration) and instructional coach to improve instruction.	Director of elementary, middle school, and high school curriculum and instruction	Explicit definition of principal (pressure) and coach (support) roles in improving instruction.			
12) CO-CURRICULAR: Provide summer school.	Director of Elementary Curriculum and Instruction, Director of Middle School Curriculum and Instruction, Director of High School Curriculum and Instruction	Successful completion of summer school by students that attend summer school.			

13) CO-CURRICULAR: Provide additional support to campuses to improve achievement of at-risk students.	Director of Elementary Curriculum and Instruction, Director of Middle School Curriculum and Instruction, Director of High School Curriculum and Instruction	Increased achievement of at-risk students.			
14) ENGLISH LANGUAGE LEARNERS: Provide apartment tutoring.	Director of English Language Learners	Parent and student engagement at the apartment tutoring sessions.			
<p style="text-align: center;">State System Safeguard Strategies Critical Success Factors CSF 7</p> <p>15) MATH: Implement professional development focusing on the new mathematics TEKS (grades K-8). Training includes understanding the new TEKS, understanding the rigor of the new TEKS, and the requirement for students to show multiple representations of math concepts learned.</p>	Coordinator of Elementary Math, Coordinator of Secondary Math	Teachers are implementing the updated curriculum (based on the new TEKS) and using new strategies to support student learning.			
16) SCIENCE: Include Jason Project science lessons into the high school curriculum.	Coordinator for secondary science	Implementation of Jason Project lessons at the high school level.			
<p style="text-align: center;">State System Safeguard Strategies Critical Success Factors CSF 2</p> <p>17) SOCIAL STUDIES: Develop an 8th grade social studies checkpoint process to monitor student's knowledge of the curriculum and readiness for STAAR.</p>	Coordinator of secondary social studies.	Monitor student progress at a 4 week interval.			
18) SOCIAL STUDIES: Redesign of the one-to-one US History curriculum where students experience a blended model of online and face to face delivery of the curriculum.	Coordinator of secondary social studies	Blended learning model used for classroom instruction.			
19) Co-Curricular: Provide academic intervention in the following content areas (reading, math, science).	Content area coordinators	Increased student academic achievement			
20) CO-CURRICULAR: Implement the "In the Middle" project at Hopper MS to facilitate a smooth transition from elementary school to middle school and to develop and implement interdisciplinary teams.	Director of Middle School Curriculum and Instruction	STAAR Scores			
21) CO-CURRICULAR: Provide additional support staff, materials, and resources to any campus identified on the Public Education Grant list.	Director of Elementary Curriculum and Instruction	STAAR Scores			
22) 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			

23) Co-Curricular: Provide the following software programs for at-risk students: ST Math, Achieve 3000), and Plato-dropout recovery.	Curriculum Directors	Increased academic achievement of at-risk students			✓
24) COLLEGE AND CAREER READINESS: Promote college and career readiness by administering Aspire10 to all 10th grade students and ACT to all 11th grade students. 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.	Director of Advanced Academics	Growth in underrepresented populations in upper level courses.			✓
25) COLLEGE AND CAREER READINESS: Facilitate year 2 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.			✓
26) SPECIAL EDUCATION: -Monitor and evaluate accelerated learning outcomes and programming for students who receive specialized instruction. -Provide resources and materials for teachers to transition students from 5th grade to 6th grade and from 8th grade to 9th grade in the four core content areas. -Improve through staff development for Special Education teachers the implementation of standards based IEPs.	Director of Special Education, Special Education Coordinators	Developed resources and materials and staff development sessions offered.			✓
27) 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 Scores			✓
28) ENGLISH LANGUAGE LEARNERS: Support language acquisition and academic content for immigrant students (Title III Immigrant).	Director of Curriculum and Instruction for Special Populations	STAAR Scores			✓
29) 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			✓
30) GRADUATION RATE: Itinerant counselors for homeless students to increase graduation rate.	Director of Student Services/Admissions	Graduation rate of homeless students.			✓
State System Safeguard Strategies Critical Success Factors CSF 7	Content area coordinators	Content of trainings, developed action plans, STAAR and TELPAS data.			✓
31) ENGLISH LANGUAGE LEARNERS: Develop and deliver training for instructional coaches related to STAAR, ELPS and data analysis. All content areas and the office of English Language Learners will work together to develop the training. NOTE: This strategy is also included in the PBMAS Improvement Plan.					






<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 7</p> <p>32) ENGLISH LANGUAGE LEARNERS: Train all district content area coordinators on ELPS implementation. Each coordinator will create an action plan with how to include the ELPS in their professional development. NOTE: This strategy is also included in the PBMAS improvement plan.</p>	Content area coordinators, Assistant Superintendent for School Improvement and Accountability	Increased training on ELPS in the content areas in all professional development sessions as monitored by the session agendas.			
<p>33) 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)). 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)). 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>34) GRADUATION RATE: Homeless students summer school scholarships.</p>	Director of Student Services/Admissions	Graduation rate of homeless students.			
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>35) 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.			
<p>36) PARENT INVOLVEMENT: Create two parent liaison positions to work with campuses to increase parent involvement and build relationships.</p>	Director of Federal Programs	Increased parent participation on the participating campuses.			
<p>37) PARENT INVOLVEMENT: Implement PHD Program to improve parent involvement and build relationships between the school and parents (Francone).</p>	Associate Superintendent of Curriculum & Instruction and Accountability, Campus Principal	Increased parent participation on the campus.			
<p>38) ALTERNATIVE LEARNING CENTERS: Provide academic support to students at the alternative learning centers.</p>	Director of Secondary Curriculum and Instruction	Improved academic achievement of at-risk students.			

39) STAFF DEVELOPMENT: Provide staff development opportunities for those individuals working with at-risk students.	Curriculum Directors	Improved academic achievement of at-risk students.			
40) COUNSELING: Provide counseling services to at-risk students	Director of Counseling	Improved academic achievement of at-risk students.			
 = 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 1: Student Services: By May 2015, 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.

Summative Evaluation: STAAR Results









Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Expand implementation of Positive Behavioral Intervention and Support process (PBIS) or other school-wide behavior support program.	Director for Student Services/Elementary, Student Services Campus Behavioral Specialist, Student Services Consulting Teachers	Increase PBIS Level I campuses by 2. Increase PBIS Level II campuses by 3. Decrease PBIS campus discipline referrals by 7%.			
2) Increase the number of students with face-to-face instruction by decreasing the overall number of student discipline referrals.	Director for Student Services/ Elementary, Director for Student Services/ Secondary, Student Services Consulting Teachers, District Discipline Committee	Decrease the number of campus discipline referrals and classroom removals by 7%. Increase face-to-face instruction for minority students.			
3) Design and facilitate training for campus leaders to develop research-based, proactive discipline measures.	Director for Student Services/ Elementary, Director for Student Services/ Secondary, Student Services Consulting Teachers	Implementation of research-based proactive discipline training for campus leaders. Decrease office referrals by 7%. There were 119,278 office referrals in 2013-2014. Decrease out-of-school suspensions by 7%. There were 16,356 out-of-school suspensions in 2013-2014.			
4) Continue with Cy-Fair Tipline.	Director for Campus Safety, Director for Student Services/ Elementary	Increase number of safety tips to Cy-Fair Tipline by 7%. There were 306 safety tips reported to Cy-Fair Tipline in 2013-2014. Maintain tip response time of 24 hours or less.			
5) Continue to provide online training for school staff regarding bullying prevention.	Director for Student Services/Secondary, Director for Student Services/Elementary	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.			






6) Continue school safety awareness initiatives via Project Safety monthly anti-drug and anti-bullying interactive lessons.	Director for Student Services/ Elementary, Director for Student Services/Secondary	100% of campuses are presenting Project Safety lessons monthly as reported by campus liaisons.			
7) Facilitate regular leadership training for assistant principals.	Director for Student Services/ Secondary, Director for Student Services/Elementary	Increase instructional leadership capacity of APs through staff development opportunities provided by curriculum staff and other leaders within the district.			
8) Implementation of District Discipline Committee.	Assistant Superintendent for Student Services, Director for Student Services/Elementary, Director for Student Services/Secondary, Director for Campus Safety, Director of Guidance and Counseling, Director of School Psychology	Recommendations from the committee: (1) Increased face-to-face instruction for minority students. (2) Decrease in the achievement gap for minority students.			
9) Maintain a safe and secure environment for each instructional facility.	Director for Campus Safety, 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.			
10) Continue to implement Truancy Prevention Measures for secondary campuses.	Director for Student Services/ Admissions, Attendance Officers, Secondary Campus Staff	100% attendance officers/ secondary campuses implementing Truancy Prevention Measures.			
11) Continue to reduce the number of failure to attend court cases of secondary students by 5%.	Attendance Officers, Director for Student Services/Admissions, Campus Staff	Increase in student attendance.			
12) Utilize School Messenger to notify parents/guardians when their students have 6 to 8 unexcused absences.	Attendance Officers, Director for Student Services/Admissions, Campus Staff	Increase in student attendance.			
13) Provide coaching for new middle school classroom teachers (on Title I campuses) on classroom management.	Director of Student Services	Reduction in discipline referrals.			
= 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 May 2015, 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.

Summative Evaluation: STAAR Results





Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Accelerate recruiting and improve officer retention.	Chief of Police and Command Staff	Increased hiring of qualified candidates with 30 new officers by June, 2015. Decreased officer turnover rate.			
2) Deploy Gang Intervention officers and investigators.	Chief of Police and Command Staff	Improved ability to address gang issues and investigate criminal offenses.			
3) Increase visibility and presence at elementary schools and other District facilities.	First line supervisors and officers	Feedback from campus personnel, public, and enhanced ability to address issues in a proactive manner.			
4) Increase Customer Service level and techniques.	Cy-Fair Police Department Staff	Positive feedback from constituents and improved communication.			
5) Continue to foster partnerships and relationships with area law enforcement agencies.	Chief of Police and Command Staff	Demonstrate ability to perform all law enforcement.			
6) Provide input, expertise and coordination with alarm/cctv implementation in Vision 2020.	Chief of Police and Security Support Services	Campus security plans that include improved security measures.			
7) Add additional CSO positions to supplement staffing during recruiting initiatives.	Chief of Police and Director of Security	Hiring and deployment of additional CSOs.			
8) Increase training for officers in technology, social media and domestic terrorism threats.	Command Staff	Appointment of Training Sergeant and increased training opportunities for officers.			


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  = No Progress
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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): By May 2015, all campuses in Cypress-Fairbanks ISD will meet the performance objectives and targets outlined in the campus improvement plans. The counseling department, health services, and CTE will support this attainment via the strategies outlined in the District Improvement Plan.

Summative Evaluation: STAAR Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Increase teacher, student, and parent awareness of issues regarding sexual abuse of children as required by HB 1041. Review curricula to identify existing instruction on this topic, and add objectives as warranted. Provide training for staff. Continue involving and informing parents via meetings, letters, and internet postings.	Director for Guidance and Counseling, campus administrators, campus counselors	Training provided to staff, review of curricula, information sent to parents.			
2) Address issues related to education about and prevention of dating violence as required by HB 121. Implement board policy FFH (Local). Provide awareness education to students and parents through multiple sources (ex: counselor's information sheets, the district's website, and school publications).	Director for Guidance and Counseling, campus administrators, campus counselors	Awareness education provided to students and parents.			
3) Ensure that the counselor's role retains focus on implementation of the Developmental Guidance Program and assists students to develop the skills they need to enhance their personal, social, emotional, and career development. Address trauma resolution for students who have experienced natural disasters, health crises, military tragedy, etc. Facilitate campus staffs' 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.	Director for Guidance and Counseling, campus administrators, campus counselors	Number of students seen by the counselor.			
4) 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.	Physical Education Teachers, Coordinated School Health Team, Director of Health Services	Campus participation in CATCH, Healthy and Wise, SPARK, and Fitnessgram.			

<p>5) Provide pregnancy related services (PRS) to eligible students to reduce absences and increase high school completion.</p> <p>(1) Complete "intake" process within 48 hours of notification of pregnancy.</p> <p>(2) Begin on-campus services such as counseling and teen parenting classes, involving special education staff as applicable.</p> <p>(3) Coordinate with student's teachers to prepare materials for home bound instruction, including access to textbooks and/or alternatives for courses difficult to duplicate in a home environment.</p> <p>(4) Notify CEHI staff of actual delivery date or if CEHI is needed before then due to prenatal issues.</p> <p>(5) Complete instruction in courses during home bound period and report attendance and grades to campus staff.</p> <p>(6) Ensure PEIMS coding accurately reflects the period of PRS.</p>	<p>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>			
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  = No Progress
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Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Human Resources: By May 2015, 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.



Summative Evaluation: STAAR Results





Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Review current hiring and recruitment process for substitute teachers. Review substitute pay in comparison to surrounding districts. Review surrounding districts' best practices for substitute hiring. Decrease teacher absence.	HR Director	Campuses will have more substitute coverage for teacher absences (increased fill rate).			
2) Capture and provide absence data by campus. Collaborate with principals and School Administration to determine best practices related to the reduction of absences.	Principals, Assistant Superintendents for School Administration, HR Directors	Campuses will have a decrease in their teacher absence rate.			
3) Capture and provide teacher demographic and performance data by campus related to why teachers are leaving. Research teacher retention best practices. Collaborate with Principals and School Administration on the implementation of next steps.	Principals, Assistant Superintendents for School Administration, HR Director, Staff Development Director	Decrease in turnover of high performing teachers.			
4) Identify areas in HR where technology can be leveraged. Review HR's current use of technology and its automation capabilities. Benchmark with other districts using Cy-Fair's current technology. Select one process to automate using our current technology resources.	HR Directors, HRIS coordinator, Information Systems Programmer	Human Resources will have at least one automated process identified and implemented.			
= 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 May 2015, 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.

Summative Evaluation: STAAR Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Implement the CFISD Competencies Framework for the potential principal and align documents and functions related to the hiring of principals to these competencies.	Associate Superintendent, School Administration and Leadership Development, Leadership Development Advisory Committee, Leadership Development Implementation Team, School Administration, Human Resources	All principal interview questions will be aligned to principal competencies. All essential functions of the principal will be aligned to each competency.			
2) Provide high quality training, mentoring, and leadership development opportunities for principals and various roles that potentially lead to the principal position.	Associate Superintendent for School Administration and Leadership Development, Leadership Development Advisory Committee, Leadership Development Implementation Teams, Staff Development, School Administration	All mentors will participate in coaching training. Toolkit developed and utilized by all new assistant principals. Increase participation in the Teacher Leadership Academy by 5%. Increase the number of principals participating in REEP, Harvard Leadership Program, TASA Transformational Leadership Academy, and the Principals' Institute by 5%. Increase participation in online learning opportunities by 10%. Increase the number of employees receiving their masters or doctoral degrees by 5%. At least 90% of available seats will be filled at training sessions offered. Survey results from mentors and mentees will be a satisfaction rate of 70% or higher. Survey administered in June of 2015 will indicate satisfaction with training provided.			

 = 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 May 2015, 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.

Summative Evaluation: STAAR Results


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Complete the implementation process of SchoolMessenger, the district's notification system.	Assistant Superintendent for Communication and Community Relations	An increase number of parents signed up in the system.			
2) Create a communication resource guide for all campus administrators.	Director for Communication	Distribution of the publication to all district campuses.			
3) Review the district's social media analytics to increase postings that attract the CFISD community.	Director for Marketing and Business Relations, Director and Assistant Director for Communication	An increase in the number of followers, shares and comments made by members of the community.			
4) Utilize the district's YouTube Channel for streaming events live such as monthly Board meetings and graduation ceremonies.	Director for Communication, CFTV Coordinator	A shift from broadcasting events live on MediaCast to streaming live via the district's YouTube Channel.			
5) Initiate a Long-Range Communication Plan for Bond 2014 to provide the community with frequent updates.	Assistant Superintendent for Communication and Community Relations, Director for Communication	Feedback from the community. Web analytics showing how many hits.			
6) Upgrade TV studio and boardroom equipment from standard to high definition. (1) Visit TV studios in other districts and/or organizations.	Assistant Superintendent for Communication and Community Relations, Director for Communication	Broadcasting in HD throughout the district.			

7) Establish which school adoptions are active as well as fostering new adoptions that include a new adoption agreement.	Director of Marketing and Business Relations	Report of level of activity with each adoption and number of new adoptions.			
8) Create an online process for obtaining mentors, global volunteers and criminal record history checks in addition to a recording of approval in VSOFI instead of badging.	Director of Marketing and Business Relations	Online records with a demonstrated workflow.			
9) Define marketing opportunities for businesses in addition to the creation of a sponsorship agreement.	Director of Marketing and Business Relations	Report of level of activity for businesses and a folder of opportunities.			
10) Integrate new donation management software in order to track and report district and school donations.	Director of Marketing and Business Relations	Training and donation records.			
11) Increase marketing of Community Programs to parents and other members of the CFISD community.	Director of Community Programs	Providing brochures for campus registration packets, utilize promotional products in general offices, increase social media use, and develop parent newsletter.			
12) Implement an online registration system for Club Rewind and Club Rewind special events.	Director of Community Programs	Parents will be able to register and pay for Club Rewind and special events online.			
13) Increase parent and community involvement with the district.	Director of Community Programs	Expand and facilitate the Superintendent Fun Run.			
= 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 May 2015, 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.

Summative Evaluation: STAAR Results













Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Maintain an underlying bond rating Aa2 from Moody's Investor Services, AA- from Fitch Ratings, and AA from Standard and Poor's. Conduct rating 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.	Associate Superintendent for Business, Finance & Technology Services	Rating calls with Fitch and Standard & Poor's September 23, 2014; Ratings call with Moody's -September 30, 2014 (Completed) Moody's upgraded the underlying bond to Aa1, S& affirmed AA; an Fitch affirmed AA- (Completed) Sale of 2014C bonds. (Completed)			✓
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 the year.	Associate Superintendent for Business, Finance & Technology Services	Five-year budget projections report. Attendance at Texas School Alliance meetings, TASBO conferences, TASA/TASB conferences. Operating budget adopted by the 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 District. Monitor enrollment trends and evaluate demographic study. Schedule bond sales so funds are available when needed.	Associate Superintendent for Business, Finance & Technology Services	Completed long-range facilities assessment and capital outlay plan (Completed). Complete demographic study (Completed). Sale of bonds and receive bonds proceeds.			✓
4) Consider, review, and evaluate the need for a future bond election for schools, technology, transportation, and support facilities. Identify and assess needs of District and community. Establish bond steering committee. Work with community and bond steering committee to prioritize needs. Work with financial advisors to estimate impact on I&S tax rate.	Associate Superintendents for Communications, Community Relations; Business, Finance & Technology; and Support Services and Construction	Complete long-range facilities assessment and capital outlay plan (Completed). Bond Steering Committee established (Completed). Documents and presentations provided to the committee (Completed). Completed schedules of estimated tax rates.			✓
					

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 2015, 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.

Summative Evaluation: STAAR Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
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	1. Each team's workforce has the capability and capacity to provide services assigned to their team. 2. Each team leader maintains a current succession plan. 3. Each team's workforce is cross training resulting in no single points of failure.			
2) Lay the foundation for building systematic processes in all key service areas with structured activities that will result in providing consistent, reliable service to our staff and students.	Chief Technology Officer	1. Key processes documented in each team's area. 2. Key Performance Indicators defined by each team. 3. 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	1. iSphere and EPS project management team in place to plan monitor, and track progress for each Technology Infrastructure 2014 Bond project. 2. Weekly project review to address schedule completions and budget allocations. 3. Technology infrastructure upgrades are available for use in January 2016.			
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	1. 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). 2. Each team produces results with trend data and comparative data. 3. Each team builds organizational capacity using the core values as guiding principles for how staff provides service to the district.			
5) Submit fatal free PEIMS data to TEA, on schedule based on TEA's calendar.	Director of Information Services and Applications	PEIMS data submitted to TEA without any fatal errors.			

6) Identify and document critical operational tasks that have single points of failure, by 6/20/2015.	Director of Information Services and Applications	Critical tasks Cross functional training needs identified and documented.			
7) Provide technology support to the Human Resources and Finance departments in implementing innovative technology systems for workflow management.	Director of Information Services and Applications	Workflow systems are implemented and operational in the Finance and Human Resources Departments. 1. Harvest Technologies for Finance. 2. Laserfiche for Human Resources.			
8) Implement the new applicant tracking system, Netchemia, by January 19, 2015.	Director of Information Services and Applications	Netchemia is fully implemented and operational.			
9) Ensure that eSchool and eFinance data is properly and securely backup each day.	Director of Information Services and Applications	Confirmation of successful backup completion via email from SunGard Online Backup Services.			
10) Document and implement the technology purchasing process, step by step, including itemizing what each person/campus does in the process, which will result in improvement, understanding, and clear customer communication, by January 5, 2015.	Director of Acquisition, Assets, and Sustainability	Publish the process that customers will use for the purchase of technology equipment, which will provide clear customer communications.			
11) Document and implement the technology inventory transfer process, step by step, including itemizing what each person/campus does in the process, which will result in improvement, understanding, and clear customer communication, by January 5, 2015.	Director of Acquisition, Assets, and Sustainability	Publish the process that will be used by district personnel that clearly defines the steps for the transfer of technology equipment.			
12) Clearly define the levels of service technicians (service center and elementary level) onsite support expectations, by October 31, 2014.	Director of Acquisition, Assets, and Sustainability	Publish a document that describes the job duties and expectations for the service center technicians.			
13) Clearly define the levels of secondary technician (level 4) job duties and expectations, by October 31, 2014.	Director of Acquisition, Assets, and Sustainability	Publish a document that describes the job duties and expectations for the secondary technicians.			
14) Create the Service Request Management System subprocess for "Requesting Technology Service" service portfolio detailing all Technology Services that are offered with a flowchart showing the process for requesting service, resulting in a published communication, to be completed July 1, 2015.	Performance Excellence Manager	Published document on the district's internet site detailing all 10 subprocesses embedded in the provision of service.			
15) Engage Technology Service Technicians by serving as the leader and liaison between the Technology Services department staff and the campuses, bi-monthly with published agendas 3 days in advance.	Performance Excellence Manager	Standard meetings and trainings will be held as scheduled. Meetings will provide needed information expediting the closure rates of service requests.			
16) Build a knowledgebase in iSupport to provide information and resources for the customer to provide technology self-service, by January 2015.	Performance Excellence Manager	Knowledgebase will be available through iSupport system for customer use.			
17) Expand the Customer Care Center to include all Technology Services provided by the department, which includes Information Services and Applications, by July 31, 2015.	Performance Excellence Manager	Customer Care Center will assist with additional service requests completions in order to reduce the number of assigned service requests for resolution.			












18) Bond 5: Build a Virtualized Server Data Center with all applications deployed by December 2015.	Director of Networks, Infrastructure, and Communications	1. Project management team in place to plan, monitor, and track progress for Virtualized Server Data Center deployment. 2. Weekly project review to address schedule completions and budget allocations. 3. All virtualized infrastructure upgrades are available for use in January 2016.			
19) Bond 6: Install a Storage Area Network (SAN) by December 2015.	Director of Networks, Infrastructure, and Communications	1. Project management team in place to plan, monitor, and track progress for SAN installation. 2. Weekly project review to address schedule completions and budget allocations. 3. All SAN infrastructure upgrades are available for use in January 2016.			
20) Bond 7: Build a CoLocation Data Center by December 2015.	Director of Networks, Infrastructure, and Communications	1. Project management team in place to plan, monitor, and track progress for CoLocation Data Center Build. 2. Weekly project review to address schedule completions and budget allocations. 3. All CoLocation infrastructure upgrades are available for use in January 2016.			
21) Bond 8: Develop Backup, Recovery, Business Continuity by December 2015.	Director of Networks, Infrastructure, and Communications	1. Project management team in place to plan, monitor, and track progress for Backup/Recovery development. 2. Weekly project review to address schedule completions and budget allocations. 3. All Backup/Recovery infrastructure upgrades are available for use in January 2016.			
22) Bond 11: Replace Network Printers and Print Servers with Management Interface by December 2015.	Director of Networks, Infrastructure, and Communications	1. Project management team in place to plan, monitor, and track progress for Network Print/Print Server Management interface. 2. Weekly project review to address schedule completions and budget allocations. 3. All Network Print/Print Server infrastructure upgrades are available for use in January 2016.			
23) Bond 1: Install Wireless Access Infrastructure by December 2015.	Director of Networks, Infrastructure, and Communications	1. Project management team in place to plan, monitor, and track progress for Install Wireless Access Infrastructure. 2. Weekly project review to address schedule completions and budget allocations. 3. All Wireless Access infrastructure upgrades are available for use in January 2016.			
24) Bond 2: Install Network Electronics Infrastructure by December 2015	Director of Networks, Infrastructure, and Communications	1. Project management team in place to plan, monitor, and track progress for Network Print/Print Server Management interface. 2. Weekly project review to address schedule completions and budget allocations. 3. All Network Print/Print Server infrastructure upgrades are available for use in January 2016.			














25) Bond 12: Install Technology Infrastructure in New Schools by the time the facilities are built and teachers and staff move in.	Director of Networks, Infrastructure, and Communications	1. Project management team in place to plan, monitor, and track progress for Network Print/Print Server Management interface. 2. Weekly project review to address schedule completions and budget allocations. 3. All Network Print/Print Server infrastructure upgrades are available for use in January 2016.			
26) Bond 3: Upgrade Fiber and Cabling Connectivity by December 2015.	Director of Networks, Infrastructure, and Communications	1. Project management team in place to plan, monitor, and track progress for Network Print/Print Server Management interface. 2. Weekly project review to address schedule completions and budget allocations. 3. All Network Print/Print Server infrastructure upgrades are available for use in January 2016.			
27) Bond 9: Replace Telephone Systems by December 2015.	Director of Networks, Infrastructure, and Communications	1. Project management team in place to plan, monitor, and track progress for Network Print/Print Server Management interface. 2. Weekly project review to address schedule completions and budget allocations. 3. All Network Print/Print Server infrastructure upgrades are available for use in January 2016.			
 = 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 May 2015, 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.

Summative Evaluation: STAAR Results









Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Utilize electronic sources such as E-Messenger and Transfinder for the notification to parents regarding school bus route changes and am/pm bus and bus stop information.	Director and Assistant Directors of Transportation	Minimum of 75% or greater parent/guardian contact rate.			
2) Decrease first year 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.			
3) Increase school bus driver training completion rate by 5%.	Training Coordinator and Assistant Director of Transportation: HR	Minimum of 5% increase in the number of trainees successfully completing the CFISD School Bus Driver Training Program.			
4) Creation of a student management course for school bus drivers and attendants.	Assistant Directors	Completed curriculum with goals, objectives and lesson plans.			
5) Receive alternative fuel grant(s).	Director of Transportation and Fleet Supervisor	Grant awarded.			
6) Increase number of applicants by 5%.	Assistant Director of Transportation: HR	Number of school bus driver applicants will increase by 5% from previous year.			
7) Decrease preventable accidents by 5%.	Collision Review Board	Preventable accidents will decrease 5% from previous year.			
8) Implement Global Positioning System (GPS).	Director and Assistant Directors of Transportation	Components will be installed and utilized by department and campus personnel to decrease number of students loading incorrect buses and unloading at incorrect bus stops.			
9) Increase employee attendance by 5%.	Director and Assistant Directors of Transportation, Fleet Supervisor and Supervisors	Minimum of 5% decrease in employee absences.			
10) Identify Key Performance Indicators (KPI's) through process and performance management and develop baseline for 2015-2016 SY implementation.	Director and Assistant Directors of Transportation	3 KPI's along with quantitative measuring instruments and goals will be developed for 2015-2016 SY implementation.			
11) Pilot ID/Scanning Program.	Director of Food Service	Transaction reports will document line times.			
















12) Increase breakfast/lunch participation by 3% over last year.	Director of Food Service	POS reports of total meals served will document progress.			
13) Increase Postage Savings.	Mail Center Supervisor	Tracking metered mail billing. Reduce cost of US metered mail processed and increase presort mail.			
14) Eliminate DC Obsolete Merchandise.	Distribution Center Manager	Review Pentamation-Inventory Obsolescence Report.			
15) Implement the Contract Management software module of the Ion Wave Electronic Bidding System.	Director of Purchasing	When program is operational.			
16) Complete the implementation of the Punch Out online ordering system for the purchase of office, classroom, and technology supplies and equipment.	Fixed Asset & Inventory Accountant	When program is operational.			
17) Update production copiers with new equipment providing advanced capabilities.	Print Center Manager	Higher print production levels with less time to complete incoming jobs.			
18) Implement a Digital Submission Software Program.	Print Center Manager	Campuses will be able to create, submit and track their printing requests via the internet.			
19) Replace the Print Center's work flow operating system.	Print Center Manager	Improve work flow, tracking, billing, inventory control and time spent entering work orders into the work order system.			
 = 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 May 2015, 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.

Summative Evaluation: STAAR Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Implement new training module in the Operations Standard Operating Procedures for all district wide custodial staff.	Director of Operations	SOP will be an interactive version online available for employee easy access, and to reduce printing cost for Department/School District.			
2) Replace chemical feeders at all eleven pools over a 3 year period.	Director of Operations	We will have the ability to carefully manipulate the chemical balance in pools, and to ensure all pools are at State Mandated Chlorine and PH Standards.			
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) Analyze department procedures to become more efficient, reduce work order response time, and maximize our labor force.	Director of Maintenance, Maintenance Supervisors	Monthly reports.			
6) Working in conjunction with the CTE and Advanced Academics departments to develop an MEP/HVAC training program for students.	Director of Maintenance, Director of CTE, Advanced Academics Director	Student training programs developed and implemented.			
7) Expand use of CenterPoint Energy's Retro Commissioning Program to maximize energy efficiencies.	Energy Manager	Plan implementation.			
8) 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.			

9) Continue The APQC Behavioral Energy Management Program district-wide with a goal of increasing net saving of \$700,000.00.	Energy Manager	First year of district wide program completed. First year evaluated and adjustments made for end of ESA consulting contract. \$357,610 net savings achieved.			
10) Enter 10 High Schools into CenterPoint Energy's Sustainable Schools Program to take advantage of student involvement of retro commissioning and behavioral energy management components.	Energy Manager	Plan implementation and integration into APQC Behavioral Energy Management Program.			
11) Purchase and Implementation Of School Dude FSA automation software with a goal of 5% reduction in energy cost.	Energy Manager	Implementation of School Dude FSA Software to automate FS Direct building use request system. Reduce electricity cost by removing unnecessary building run times and human error in the scheduling process.			
12) Implement School Dude Interface Pilot by Unified Energy Solutions to integrate School Dude FSA into existing BAS.	Energy Manager	Pilot Plan implementation and evaluation.			
13) Implement School Dude Interface by Unified Energy Solutions to integrate School Dude FSA into existing BAS district-wide.	Energy Manager	Plan Implementation District-wide.			
14) Complete remaining new facilities in 2007 Bond Program. (HS #11, #12 and ES #54, #55 and #56).	Directors, Project Managers	Substantial completion and closing out projects within budget and established timelines.			
15) Implement Phase 1 of 2014 Bond Program.	Directors, Project Managers	Substantial completion and closing out projects within budget and established timelines.			
16) Contract and Specification standardization.	Directors, Project Managers	Revisions to contract document/process for contract administration implemented.			
17) Identify portable building inventory that have exceeded useful life.	Director of Design & Facilities Planning	Sell portables as surplus that have exceeded useful life.			
18) Redevelop Building Modification Process.	Directors, Special Project Manager	Revised process developed and implemented.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	READING/ELA: Implement updated staff development on revising and editing for all elementary reading/ELA teachers.
1	1	9	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 2015. Evaluate and refine Algebra Camp with the intent to offer this opportunity in the summer of 2015.
1	1	15	MATH: Implement professional development focusing on the new mathematics TEKS (grades K-8). Training includes understanding the new TEKS, understanding the rigor of the new TEKS, and the requirement for students to show multiple representations of math concepts learned.
1	1	17	SOCIAL STUDIES: Develop an 8th grade social studies checkpoint process to monitor student's knowledge of the curriculum and readiness for STAAR.
1	1	31	ENGLISH LANGUAGE LEARNERS: Develop and deliver training for instructional coaches related to STAAR, ELPS and data analysis. All content areas and the office of English Language Learners will work together to develop the training. NOTE: This strategy is also included in the PBMAS Improvement Plan.
1	1	32	ENGLISH LANGUAGE LEARNERS: Train all district content area coordinators on ELPS implementation. Each coordinator will create an action plan with how to include the ELPS in their professional development. NOTE: This strategy is also included in the PBMAS improvement plan.
1	1	35	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.

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.