

Cypress-Fairbanks Independent School District

District Improvement Plan

2022-2023



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

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

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

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

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: All campuses in CFISD did not meet all campus performance objective targets in 2021-22 and additional learning gaps have occurred due to the COVID-19 pandemic. **Root Cause:** The need to deepen the understanding of and address specific academic needs of all student groups.

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

District Culture and Climate

District Culture and Climate Summary

Areas of need include:

Student Services:

- Increasing “returning to whole” the rate of attendance at each campus and as a district.
- Continuing to decrease the dropout rate for each campus and as a district, especially within the population of students who have been identified as experiencing homelessness.
- Refining our practice with dropout prevention/recovery and strengthening the efforts to reclaim students all throughout the school year through our Operation GRADuation and “Missing Students” initiatives.
- Increasing training and emphasis on Truancy Prevention Measures (TPMs) to ensure that they are timely, engage families, positively impact school attendance.
- Providing additional training for CFISD staff to aid in identifying and providing services for families who are experiencing homelessness and students who are in foster care.
- Increase support of campuses with the crucial analysis of their discipline data using the updated Campus Discipline Data Analysis (CDDA) process.
- Incorporate conflict resolution strategies into administrator training to assist with student mediation
- Continue working with campuses to couple reflective and restorative lessons with any classroom removal.
- Continue working with administrators to create individualized, reflective, and restorative discipline consequences.

Emergency Management:

- Continue to implement Incident Command System (ICS) Courses for overall incident management.
- Additional staffing to provide more personalized support to campuses and facilities related to safety and security program.
- Dedicated funding for management of the Kenwood Radio System.
- Dedicated time during professional development week to cover safety and security measures and expectations prior to the new school year.

District Culture and Climate Strengths

Areas of strength include the following:

Student Services:

- The TAPR reflects an overall attendance rate that is higher than the cumulative rate for Region IV and the State
- The TEA Annual Dropout Summary Data reflects a dropout rate that is lower than both the cumulative rate for the State of Texas, Region VI and other large districts, in spite of the challenges brought on by the pandemic.
- To support programming and student needs, the Families in Transition (FIT) Program utilized Title I and Texas Education of Homeless Children & Youth (TEHCY) & American Rescue Plan I & II (ARP I & II) Grant Funds to address the unique needs of students experiencing homelessness for:
 - school supplies, backpacks and PE uniforms for students who qualified for services;
 - transportation services to meet the federal requirement for School of Origin;
 - several holiday/intercession initiatives to mitigate academic deficits, food insecurities and economic difficulties;
 - an after-school tutoring for students residing at The Mission of Yahweh Homeless Shelter
- The FIT team refined the identification and supports module in the CFISD Compliance Moodle to ensure that all district staff are equipped to identify students who may be experiencing homelessness.
- The Foster Care Liaison provided training for registrars, counselors, campus administrators regarding supports for students who are in state conservatorship and worked to ensure that School Stability transportation requests were completed in a timely manner.

- Specialty PD opportunities for teachers and administrators included Behavior Summits and Teacher Toolkit Training's.
- The fall and spring Behavioral Summits were Saturday online, live training's that allowed participants to pick up to 5 sessions session topics to enhance their behavior management skills.
- Five sessions were held each hour for 5 hours over a variety of management topics.
- The Teacher Toolkits were continuously provided as a concise, one-hour weekly session facilitated after school hours and made available for all district staff to attend.
- This year, we launched “Teacher Support Resources: Classroom Management & Behavior Supports,” an online resource made available to assistant principals to use as they supported instructional staff in improving their skills and capacity in classroom management.
- 97% of comprehensive campuses are PBIS schools–56 elementary schools, 19 middle schools, and 9 of 12 high schools. Cypress Creek High School became a PBIS campus in the 2021-2022 school year.

Emergency Management:

- All campuses conducted 100% of all emergency crisis drills for the school year.
- Increased campus support with planning, training, and exercises.
- Completed all submission requirements to the Texas School Safety Center.
- Provided all required emergency response training's for district employees, including substitutes.
- A strong and diverse District Safety and Security Committee.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Areas of need include the following:

Human Capital:

- Compensation coordinator to review and approve all pay actions for accuracy prior to payment by the Payroll department.
- Additional HR investigator to ensure timely and consistent response to campuses and departments.
- Additional support for substitute staffing.
- Employment records coordinator to respond to public information request.
- HR training and development staff to develop and present training for district supervisors.
- Additional compensation data management specialist to support stipends that are currently processed in other departments.
- Automated system for electronic workflow processes.
- Automated position control system/process.

School Leadership:

- Diversify participants in the institutes. Data does not show that institute participants do not necessarily reflect the makeup of our campuses.
- Increase participation at district, state, and national conferences to share the Institute series and recruit for CFISD.
- Utilize HR data to analyze district leadership needs.

Staff Quality, Recruitment, and Retention Strengths

Strengths include the following:

Human Capital:

- Met with principal leaders representing all 15 campus clusters to solicit feedback regarding critical staffing needs. During these meetings, our Professional Staffing team shared data regarding our board goal to hire staff reflective of our student demographics. Our team compiled findings and shared those findings with senior leaders across multiple departments, including Curriculum and Instruction and School Leadership.
- Collaborated with Special Education to conduct focus groups with special education teachers across the district to learn about their reasons for leaving and/or remaining in a special education assignment.
- Hosted first Annual Future Educator's Signing Day for 164 IPET students with Superintendent, Dr. Henry, Chief Officer for School Leadership, Roy Garcia, and Assistant Superintendent for Curriculum & Instruction, Dr. Bergman as guest speakers. Each of the 164 IPET students received letters of intent to interview with our HR department after completing their educational program. Human resources conducted market-based research and held exploratory meetings with potential partners (Prairie View A&M, Rice University and Texas Teachers of Tomorrow) to increase the pipeline of qualified teacher applicants for the upcoming school year.
- Partnered with Curriculum and Instruction to gather market research on peer districts' bilingual education stipends. Board approved bilingual stipend increase from \$3500 to \$5000.
- Hosted a CFISD Career Fair introducing over 1,000 prospective or current applicants to career opportunities across the district. All 93 campus representatives as well as department leaders attended the event.
- Collaborated with over 50 campus administrators to conduct interviews with experienced teachers interested in joining CFISD for the 2022-2023 school year.
- Partnered with the Cy-Fair Houston Chamber of Commerce to promote district wide employment and career opportunities.
- Placed 250 student teachers at our elementary and secondary campuses.

- Hosted virtual information sessions with undergraduate students at colleges and universities across the state who are pursuing a degree in bilingual education.
- Collaborated with the Higher Education Coordinating Board to obtain information regarding financial incentives for paraprofessionals interested in acquiring their teaching certification.
- Chaired the 2021 HATC session, discussed staffing issues with the eight largest school districts and provided feedback to university partners about teacher preparation programs.
- Served on the Sam Houston State Innovative Partnerships with Schools (SHIPS) Advisory Council and provided feedback to the university on CFISD processes and expectations for new teachers.
- Held special education information sessions with over 50 interested individuals providing them with information about certification process, testing requirements, and CFISD's hiring requirements.
- Hosted CFISD Special Education Showcase Day in October to meet with future special education teachers to showcase and tour the District's special education programs.
- Presented expectations of a first-year teacher to over 200 Stephen F. Austin University graduating student teachers.
- Guided Texas A&M undergraduate students pursuing math and science degrees on obtaining teaching certification and gaining employment with CFISD through the aggieTEACH program.
- Participated in a school district panel for Texas Tech's Meet, Greet, and Teach event to discuss educator certification requirements and CFISD's employment process (75 students).
- Provided one-on-one feedback to University of Houston staff on how to increase the number of SPED teacher candidates in the university preparation pipeline.
- Conducted 5,199 Texas Department of Safety background checks on prospective and current employees.
- Completed 4,222 employment authorizations via the I-9 process with a 97% overall timely completion rate.
- Processed 1330 family medical and temporary disability leave requests.
- Processed 5,317 request for leave related to COVID-19.
- Created a streamline process for reviewing and updating the Employee Handbook for all District stakeholders.
- Implemented the use of Adobe Sign to process transfers and resignations to increase the efficiency of those multi-step processes.
- Implemented the use of a paraprofessional new hire tracking sheet to align appropriate steps with the processes utilized when hiring professional employees.
- Implemented the use of Adobe Sign to expedite the hiring of hourly police department hires.
- Streamlined the employee contract review process to improve efficiency with professional leaders.
- Created graphics for the HR and main CFISD social media pages to recruit applicants to fill paraeducator vacancies.
- Held a Paraprofessional & Support Staff Job Fair for 350 jobseekers to speak directly with campus and department administrators, receive application assistance, and interview for vacant positions.
- Held virtual sessions to provide paraprofessional applicants with information to navigate the applicant tracking system, gather references, and interview successfully.
- HR recommended and the CFISD Board approved an \$18/day rate increase for all substitutes starting in the 2022-2023 school year.
- Streamlined a process for our student teachers to become substitute teachers prior to becoming a teacher.
- Allocated Additional Instructional Support (AIS) substitutes for the 2021-2022 school year based on campus levels (elementary, middle, high school), as well as the campus historical substitute fill rate.
- Hired 12% more substitutes during 2021-22 than in the previous school year.

School Leadership:

- Adding additional topics and resources to the Aspiring Administrator Institute, Aspiring Principal Institute, New Principal Institute, Principal Coaches meetings, monthly principal meetings, and assistant principal meetings.
- Utilizing feedback from formal surveys that are used at the various institutes to meet the needs of participants.
- Refining the presentational format of the Institutes for clarity

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Areas of need include the following:

Primary:

- Continue to grow expertise on how all curriculum/ daily instruction is explicit and systematic (implement research from Reading Academy).
- Grow teacher's capacity in Guided Reading and Conferring.
- Implement Phonemic Awareness program, Heggerty, in Pre-K, Kindergarten, and First Grade

Elementary Reading/English Language Arts:

- Continue to grow expertise on how all curriculum/ daily instruction is explicit and systematic (implement research from Reading Academy).
- Continue to grow teacher's capacity in teaching word-study (phonics, phonemic awareness (2nd, 3-5 Intervention, and vocabulary)
- Continue to grow teacher's capacity in teaching grammar and mechanics (POP), revising pieces of writing, and students responding to text with evidence
- Implement Phonemic Awareness program, Heggerty in 2nd-5th.

Secondary Reading:

- Grow expertise in new STAAR item types and contents (writing and revising and editing)
- Grow pedagogical expertise of new teachers (either new-to teaching or new-to CFISD)
- Further knowledge of learning progressions to accelerate growth (primarily used in conferring and small groups)

Elementary Science:

- STAAR scores at the approaches level was 76% passing, which was below the board expectation of 80%.
- 21 elementary schools showed no growth at the approaches level on STAAR and 13 of those schools scores declined
- Provide opportunities for students to practice new item test types in online assessments
- Provide 5E Content Specific Training's for each unit for grades 2-5 to increase teacher content knowledge and quality of first instruction. These have been canceled the past 2 years due to COVID
- Provide opportunities to unpack new Science TEKS that will be implemented in the 2024-2025 school year.
- Provide training on 3D Learning to prepare teachers for changes in instruction that the new Science TEKS will bring
- Create teacher teams to provide feedback on common curriculum lessons and resources

Secondary English Language Arts:

- 9 campuses showed either no growth or a decline in growth when compared to the 21 to 22 EOC English I
- 1 campus showed either no growth or a decline in growth when compared to the 21 to 22 EOC English II
- Continue to grow teacher capacity/content knowledge with teachers in grades 7-12
- Support campuses with the transition from paper to online assessments
- Grow expertise in the new STAAR item types and testing platform
- Provide writing calibration training for STAAR/EOC based on state released student images
- Develop new summer school and EOC prep materials to align with new state assessment

Elementary Math:

- 10 campuses for 3rd grade showed either no growth or a decline in growth when compared to the 21 to 22 math STAAR
- 8 campuses for 4th grade showed either no growth or a decline in growth when compared to the 21 to 22 math STAAR
- 14 campuses for 5th grade showed either no growth or a decline in growth when compared to the 21 to 22 math STAAR
- 8 campuses for 6th grade showed either no growth or a decline in growth when compared to the 21 to 22 math STAAR
- Continue to grow teacher capacity/content knowledge with teachers in grades 2-6
- Support campuses with the transition from paper to online assessments. Quality first instruction should still be concrete.
- Grow expertise in the new STAAR item types and testing platform

Secondary Math:

- 3 campuses for 7th grade showed either no growth or a decline in growth for the “All” student group when compared to the 2021 math STAAR results
- 3 campuses for 7th grade declined in growth for the “ED” student group when compared to the 2021 math STAAR results
- 2 campuses for 8th grade showed either no growth or a decline in growth for the All” student group when compared to the 2021 math STAAR results
- 2 campuses for 8th grade declined in growth for the “ED” student group when compared to the 2021 math STAAR results
- 3 high school campuses declined in growth for the “ED” student group when compared to the 2021 Algebra I EOC results
- Continue to grow teacher capacity/content knowledge with teachers in grades 7-8 and Algebra I through professional development hybrid training's from September through March
- Support campuses with the transition from paper to online assessments.
- Quality first instruction should still be concrete and will be supported by our campus coaches
- Grow expertise in the use of online graphing technology to support multiple representations of the abstract concepts in mathematics.
- Grow expertise in the new STAAR item types and testing platform by incorporating the new types into all middle school math and Algebra I unit tests

Secondary Science:

- Improve state assessment scores by providing PD opportunities
- Increase participation at the district science Olympiad event
- Grow expertise in new STAAR item types

Secondary Social Studies:

- Five Middle School campuses who showed no overall growth or scores decreased in approaches for 8th US STAAR
- Six High School campuses who showed no overall growth or scores decreased in approaches and masters for 11th grade History EOC
- Academic vocabulary capacity for Economically Disadvantaged students
- Reading Comprehension and stamina

Career and Technical Education:

- Continue to support teachers who are facilitating certifications, providing certification content training along with strategies to increase student participation and success.
- Continue to market the importance and value of students taking advantage of all that CFISD CTE courses have to offer, such as certifications and work-study opportunities.
- Continue to find ways to attract and keep CTE teachers in the classroom, especially in fields with non-teaching occupations that are paying very well in our current economy. Continue to find ways to support long term substitutes who are filling the vacancies.

Gifted and Talented:

- Continue to provide additional professional development opportunities for district staff on identification and assessment of students and differentiation of instruction.
- Continue to provide content strategies to meet the needs of student K – 2 to meet increased HORIZONS placement.
- Continue to provide content strategies for students enrolled in AP and Dual Credit courses.

- Continue to increase participation of students in underrepresented populations.

Educational Support Services:

- Build teacher and administrator capacity to work with the varied needs of Emergent Bilingual students and students identified with disabilities.
- Work with student services and campuses to address in-school and out-of-school suspension for students with significant dis-proportionality.
- Support the emotional, behavioral, and academic needs of students
- Improve state assessment scores for students identified with disabilities and Emergent Bilingual students.

Monitor School Process:

- Adjust the School Improvement and Transformation Framework to better align with the new state testing standards.

Curriculum, Instruction, and Assessment Strengths

Strengths include the following:

Primary:

- Created opportunities for new teachers through New Teacher Academy and New Teacher Academy follow up meetings throughout the school year
- Successfully implemented a new Reading Instrument/Commissioner's List Assessment- mCLASS (Kindergarten and First Grade)
- Completed Reading Academy and started adding research from the science of teaching reading into Primary Curriculum
- Professional Development Opportunity: Closing The Gap/Teacher Academy- Focus on Shared Reading and Conferring with Writers

Elementary Reading/English Language Arts:

- Created opportunities for new teachers through New Teacher Summer Literacy Academy and on-going meetings throughout the year.
- Successfully implemented a new Reading Instrument/Commissioner's List Assessment- mCLASS (2nd-5th)
- Completed Reading Academy and started adding research from the science of teaching reading into 2nd-5th Curriculum
- Professional Development Opportunity: Closing The Gap/Teacher Academy- Focus on Shared Reading, Grammar, Evidence-based reading, and concept mapping (Anchor Charts)
- Growth in STAAR passing rates at all grade levels in all three standards
- Laid the foundation for new STAAR items and contents (writing about reading and digital reading)
- Moved multiple choice district assessments to an OLA platform

Secondary Reading:

- Growth in STAAR passing rates at all three standards
- Created opportunities for new teachers (New Teacher Literacy Academy) and two Closing the Gap PD's.
- Laid the foundation for new STAAR items and contents (grammar, writing about reading, digital reading)

Elementary Science:

- Growth in STAAR passing rates at all three standards
- 33 out of 55 (60%) of elementary schools received Distinction Designations in Science
- Created Closing the Gap activities for each science unit

- Started Summer Science Seminar which provides adult level content knowledge training in Earth, Life and Physical Science (75 teachers attended the 3-day Seminar)
- Restructured Nature Trails lessons to align with Organisms and Environments TEKS

Secondary Reading:

- Nine of 19 middle school campuses earned a distinction in Academic Achievement for English/Language Arts
- Nine of 12 high school campuses earned a distinction in Academic Achievement for English/Language Arts
- Increased STAAR Reading scores in Approaches, Meets, and Masters performance standards in Grade 7 and Grade 8 for all 19 middle schools
- Provided Closing the Gap and Accelerated Instruction lessons for campuses
- Implemented new RLA summer school curriculum materials for middle school
- Provided professional development for ELA teachers and teacher leaders to further develop teacher capacity
- Increased English II EOC scores in Approaches and Meets standards
- Gains in re-tester passing scores for EOC English I (+7) and EOC English II (+6)
- Laid the foundation for new STAAR/EOC item types and content (grammar, writing about reading, and digital reading)

Elementary Math:

- Provided Closing the Gap: Math Teacher Academy for any teacher teaching math in grades 2-5. 129 teachers completed this 4-part program.
- Moved multiple choice district assessments to an OLA platform
- Created Closing the Gap activities for each math unit for grades 2-6. Printed, cut out material, and sent to campuses throughout the year for each unit.
- Growth in the STAAR passing rate as a district for all grades 3-6.
- Implemented a new summer school curriculum for grades 3-5 focused on computation skills.
- Implemented a new summer school curriculum for grade 6

Secondary Math:

- Growth in the “All” student group and “ED” student group for grades 7-8 and Algebra I when compared to the 2021 math STAAR/EOC results
- Algebra I EOC passing rate for MS Algebra I students was 100%
- Provided Closing the Gap: Math Teacher Academy for any teacher teaching math in grades 7-8 & created materials throughout the year for each unit
- Provided STAAR resource training and materials for any teacher teaching math in grades 7-8 and Algebra I
- Provided district-wide data digs for all 3 DPMs and Benchmark for Grade 7, Grade 8 (382), and middle school Algebra I (381)
- Integrated selected new STAAR question formats into all middle school math unit tests
- Moved multiple choice district assessments to an OLA platform
- Implemented a new summer school curriculum for grade 7
- Updated curriculum for summer middle school math acceleration course

Secondary Science:

- Created and launched the teacher academy professional development series for 8th grade science and biology teachers
- Facilitated share sessions and communication between campuses to share resources regarding AI, closing the gap, and other areas of curriculum and instruction
- Created closing the gap time activities to support teachers
- Relaunched the district science Olympiad event

Secondary Social Studies:

- Stayed the same or improved in all target populations for approaches, meets, and masters except one for area in 8th grade US History STAAR
- Stayed the same or improved in all target populations for approaches, meets, and masters except two for 11th grade US History EOC

- Created activities to address learning gaps in all content areas for all grading periods
- Provided professional development to address skills needed for new STAAR item types
- Embedded examples of new STAAR item types in activities for all content areas
- Created new STAAR resource activities for 8th grade US History

Career and Technical Education:

- District wide overall certification numbers returned to pre-pandemic levels, along with 6% growth (equivalent to an average of 2% growth each year over the last three years–Board goal)
- Added EKG/ECG certification and other hands-on experiences in health science courses to compensate for lack of hospital rotations while we waited for medical facilities to return to a point where they could accept our students.
- Supported secondary academic summer programs by providing hands-on CTE activities to both apply learning and encourage attendance.

Gifted and Talented:

- Offered district-wide identification to all 7635 kinder students in the district.
- 100% of campuses have an active HORIZONS program
- The district continued to offer professional development opportunities for the GT staff development cadre through attendance at TAGT conference.
- The GT Staff Development Cadre continues to offer courses to build capacity in classroom teachers with professional development opportunities offered throughout the year.

Educational Support Services:

- Communicated, collaborated and problem solved with campuses and departments to better support students in the areas of special education, mental health, dyslexia, and language acquisition.
- Provided professional development through instructional coaching and training by district personnel.
- Provided training on Child Find to district personnel using the Schoology platform.
- Completed a cyclical monitoring visit for special education meeting 240 of the possible 249 indicators.
- Completed a cyclical monitoring visit for dyslexia meeting all indicators.

Monitor School Process:

- Five campuses exited the Monitored Schools process
- 9 out of 11 campuses grew or maintained an overall rating of 80% or higher
- Two campuses grew by 2 letter grades (C to A & D to B)

Parent and Community Engagement

Parent and Community Engagement Summary

Areas of need include:

Communication

- Size of district and multitude of district wide events.

Community Engagement

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

Title I Parent and Family Engagement:

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

Parent and Community Engagement Strengths

Strengths include the following:

Communication

- Increased management responsibilities for assistant director of communication
- Converted engineer position to video production specialist position to enhance coverage and capabilities
- Shared campus and department resources between video production curriculum coordinator position, High School Journalism Network, and media design internship program
- Project database (Redbooth), important dates calendar & social media schedule allow for advance coordination and planning

Community Engagement

- District-wide use of “CFISDSpirit” and “Opportunity for All” messaging
- Development and implementation of “Bringing Out the Best” campaign for Pre-K and Kindergarten recruitment
- Development and implementation of “Bringing Out the Best” campaign for New Staff Registration
- Sustained, significant fundraising for CFEF with a virtual Superintendent’s Fun Run
- Variety of business partner opportunities, including advertising and Adopt-a-School partnerships
- PTO President’s support through monthly meetings in a collaborative setting

Title I Parent and Family Engagement:

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

District Context and Organization

District Context and Organization Summary

Areas of need include the following:

Business and Finance:

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

Support Services:

- Transportation Services: Salary review for all support, paraprofessional, and professional Transportation employees (recent survey has us near the bottom in hourly rates for drivers, attendants, technicians, and office staff and must include private-sector positions of similar responsibilities).
- Transportation Services: Creative solutions to allow for increased applications for high-need positions (drivers, attendants, technicians) and continued increases in retention for all employees.
- Transportation Services: Increased allocation for technicians for Transportation (current technician to vehicle ratio is 1:66 - industry standard is 1:25).
- Transportation Services: Further review of school calendar and bell schedules to promote maximum efficiency of school transportation to ensure continued service eligibility for CFISD students while responding to the nationwide school bus driver shortage.
- Nutrition Services: Renovation of aging facilities.
- Nutrition Services: Campus and school leadership support for increased access to meals.

Facilities and Construction:

- Completion of Phase II of the 2019 Bond.
- Salary review for Maintenance supervisors.
- Training on technology providing maintenance foreman remote access to digitized facilities information.
- Additional Operation's staff to better align the staff to square footage ratio.
- Additional Maintenance staff to better align with the staff to square footage ratio.

District Context and Organization Strengths

Strengths include the following:

Business and Finance:

- Moody's Investor Services and Standard & Poor's affirmed the District's underlying bond ratings of Aa1 and AA, respectively.
- District's operating fund balance exceeds 51% of expenditures.
- Received superior rating for the Financial Integrity Rating System of Texas (FIRST).

- Among the lowest administrative cost ratio in Gulf Coast Region and Texas.
- Received the certificate of achievement for excellence in financial reporting from the Association of School Business Officials and Government Financial Officers Association.
- Received the Excellence in Financial Management for the 2nd year from the Texas Association of School Business Officials.
- Annual financial audit did not reflect findings (clean audit).
- Taxable refunding used to defeased \$99,010,000 of previously issued bonds, resulting in debt service savings of \$10.9M.
- Sold \$125.4M Series 2021A bonds at all-in true interest cost of 2.11%.
- Lowered the total tax rate by 1.63 cents to \$1.3392 in 2021-2022.

Support Services:

- Transportation Services: New school bus purchases allowed for 12-year route replacement schedule, with current oldest route bus a 2018 model.
- Transportation Services: Staff commitment through driver shortages and COVID-19 concerns was exemplary, with multiple professional and administrative staff assisting in route coverage (up to 200 positions needing coverage a day at times).
- Transportation Services: New bell schedules allowed for four-tier routing plan, reducing the number of bus routes by 70.
- Nutrition Services: Strong level of commitment from existing staff.
- Nutrition Services: Strong level of expertise with existing staff.
- Nutrition Services: Administrative support for all programs operated by nutrition services department.

Facilities and Construction:

- Developed an implementation plan for projects approved in the 2019 Bond referendum.
- Implementation of Phase III and Phase IV of the 2019 Bond Program.
- Enhanced the technology skills of Maintenance Department foremen through monthly training.
- Improved the safety training program in the Maintenance Department to reduce on the job injuries and workers compensation cost to the district.
- Improved Operations Department protocols to strengthen standard and emergency protocols.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information

Parent/Community Data

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





Goals

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

Performance Objective 1: Achieve or exceed state accountability overall target. (Board Monitoring System, Goal 1, Objective 1)

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: MONITOR SCHOOLS: Implement the Monitored Schools process. Strategy's Expected Result/Impact: All campuses achieve an overall scaled score of 80 or higher. Staff Responsible for Monitoring: Assistant Superintendent of School Improvement and Transformation / Campus Administration	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: CURRICULUM & INSTRUCTION: Work with campuses to enhance teacher efficacy through professional development and coaching support. Strategy's Expected Result/Impact: All campuses achieve an overall scaled score of 80 or higher. Staff Responsible for Monitoring: All Coordinators and Curriculum Directors	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: CURRICULUM & INSTRUCTION: Work with campuses to increase passing and promotion rates. Provide teachers with resources and support to differentiated and accelerated instruction for students as appropriate. Strategy's Expected Result/Impact: All campuses achieve an overall scaled score of 80 or higher. Staff Responsible for Monitoring: All Coordinators and Curriculum Directors	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: SPECIAL EDUCATION: Improve and continue collaboration with general education coordinators and coaches to support implementation of curriculum accommodations. Strategy's Expected Result/Impact: All campuses achieve an overall scaled score of 80 or higher. Staff Responsible for Monitoring: Director of Special Education	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: EMERGENT BILINGUAL: Continue collaboration with general education coordinators and coaches to provide instructional coaching on ELPS implementation and linguistic accommodations. Strategy's Expected Result/Impact: All campuses achieve an overall scaled score of 80 or higher. Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Increase overall Approaches, Meets, and Masters performance on STAAR 3-8 and end-of-course exams while closing the achievement gap in the economically disadvantaged student group. (Note: The strategies listed below will work to meet the needs of all students including those identified students who may be at-risk for academic failure.) (Board Monitoring System, Goal 1, Objectives 2)





Evaluation Data Sources: STAAR data

Strategy 1 Details	Formative Reviews		
Strategy 1: ELEMENTARY READING/ELA: District 2nd-5th ELAR coaches will provide "Curriculum Conversations" for each unit of study that identifies and explains the focus TEKS, lessons and materials, and performance outcomes for each unit. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Elementary ELAR Coordinator	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: ELEMENTARY READING/ELA: The District 2nd-5th ELAR Curriculum Department will provide professional development in the areas of Patterns of Power (Grammar Program), Read Aloud, Shared Reading, STAAR Redesign, and Word Study to support campus teachers, literacy specialists, and campus content instructional specialists. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Elementary ELAR Coordinator	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: SECONDARY READING/ELA: Provide campus support for teachers, campus instructional specialists, and ELAR teacher leaders. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Secondary ELAR Coordinator and Secondary Reading Coordinator	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: SECONDARY READING/ELA: Implement professional development focusing on Secondary Reading or Secondary English/ Language Arts TEKS and content knowledge for grades 6-12. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Secondary ELAR Coordinator and Secondary Reading Coordinator	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: SECONDARY READING/ELA: The HS ELAR Curriculum Team will provide curriculum resources and professional development to build teacher capacity in addressing the needs of advanced learners who are identified as economically-disadvantaged. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Secondary ELAR Coordinator	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: ELEMENTARY MATH: Implement professional development focusing on math TEKS and content knowledge for grades 2-5. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Elementary Math Coordinator	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: ELEMENTARY MATH: Provide campus support for teachers, interventionists, and instructional specialists. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Elementary Math Coordinator	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: SECONDARY MATH : Implement professional development focusing on math TEKS and content knowledge for grades 6-12. Providing campus support for teachers, interventionists, and campus content instructional specialists. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Elementary Math Coordinator Secondary Math Coordinator	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: SECONDARY MATH: Just in Time Intervention program will provide students who have been unsuccessful in a marking period the opportunity to receive targeted instruction to help improve student performance in Algebra I and Geometry courses and on the Algebra I EOC. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Secondary Math Coordinator	Formative		
	Nov	Feb	May
Strategy 10 Details	Formative Reviews		
Strategy 10: ELEMENTARY SCIENCE: Provide Professional Learning opportunities for each unit of study to build teacher content knowledge, unpack TEKS and increase the quality of first instruction. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Elementary Science Coordinator	Formative		
	Nov	Feb	May

Strategy 11 Details	Formative Reviews		
Strategy 11: ELEMENTARY SCIENCE: Provide opportunities in the curriculum for teachers to review previously taught concepts and work in small groups with students throughout the year. Provide Professional Learning sessions once a 9 weeks to support teachers in planning opportunities to review the previous 9 weeks concepts. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Elementary Science Coordinator	Formative		
	Nov	Feb	May
Strategy 12 Details	Formative Reviews		
Strategy 12: SECONDARY SCIENCE: Facilitate ongoing and sustained professional development focusing on science TEKS and content knowledge for grades 7-12. Provide campus coaching support for teachers, team leaders, and campus content instructional specialists instructional coaches. Similarly, the 7-8 Science Teacher Academy PD series will serve as a vehicle to improve student performance on the 8th Grade Science STAAR. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Secondary Science Coordinator	Formative		
	Nov	Feb	May
Strategy 13 Details	Formative Reviews		
Strategy 13: SECONDARY SCIENCE: Just in Time Intervention program will provide students who have been unsuccessful in a marking period the opportunity to receive targeted instruction to help improve student performance on the Biology EOC. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Secondary Science Coordinator	Formative		
	Nov	Feb	May
Strategy 14 Details	Formative Reviews		
Strategy 14: SECONDARY SOCIAL STUDIES: Implement professional development focusing on Social Studies TEKS and content knowledge for grades 6-12. Provide campus support for teachers and campus content instructional specialists. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Secondary Social Studies Coordinator	Formative		
	Nov	Feb	May
Strategy 15 Details	Formative Reviews		
Strategy 15: GIFTED AND TALENTED: Provide opportunities for gifted and talented students to accelerate in areas of strength through participation in events (including but not limited to) HORIZONS Showcase, Destination Imagination, Da Vinci Day, and district, campus, and community showcases. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Director of Advanced Academics	Formative		
	Nov	Feb	May





Strategy 16 Details	Formative Reviews		
Strategy 16: HEALTH SERVICES: Provide a coordinated school health program. Collaborate with Local School Health Advisory Council (LSHAC) to review data and update/maintain the coordinated school health program. In grades K-5 students will participate in CATCH. Students receiving physical education credit in grades 3-12 participate in the FITNESSGRAM fitness assessment. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Elementary & Secondary Health/PE Coordinator Director of Health Services	Formative		
	Nov	Feb	May
Strategy 17 Details	Formative Reviews		
Strategy 17: TRANSITION SERVICES: The district will support pre-kindergarten students in their transition to kindergarten by implementing full day Pre-K. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Elementary Curriculum & Instruction Primary Coordinator Elementary Principals	Formative		
	Nov	Feb	May
Strategy 18 Details	Formative Reviews		
Strategy 18: TRANSITION SERVICES: The district will support students transitioning from 5th grade to 6th grade through curricular alignment and implementation of the "In the Middle" program on select middle school campuses. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Middle School Curriculum & Instruction	Formative		
	Nov	Feb	May
Strategy 19 Details	Formative Reviews		
Strategy 19: TRANSITION SERVICES: The district will support students transitioning from 8th to 9th grade through curricular alignment and by offering Algebra Camp Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of High School Curriculum & Instruction Secondary Math Coordinator	Formative		
	Nov	Feb	May

Strategy 20 Details	Formative Reviews		
Strategy 20: TRANSITION SERVICES: The district will support students transitioning from high school to post-secondary education through the placement of college and career specialists on high school campuses and expansion of College Academy. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Advanced Academics High School Principals	Formative		
	Nov	Feb	May
Strategy 21 Details	Formative Reviews		
Strategy 21: SPECIAL EDUCATION: Staff will monitor and analyze assessment results to identify targeted skill areas for improvement and provide appropriate instructional interventions specific to the student. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3%. Staff Responsible for Monitoring: Director of Special Education	Formative		
	Nov	Feb	May
Strategy 22 Details	Formative Reviews		
Strategy 22: EMERGENT BILINGUALS and SPECIAL EDUCATION: Provide instructional coaching to targeted teachers of emergent bilingual students and teachers of students with disabilities. Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3%. Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations Director of Special Education	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: Close the achievement gap by increasing performance on STAAR 3-8 and end-of-course exams in the economically disadvantaged student group (Board Monitoring System, Goal 1, Objective 3)

Evaluation Data Sources: Local assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: CURRICULUM & INSTRUCTION: Provide training and resources for teachers on the enhanced question types for the redesigned STAAR assessment. Strategy's Expected Result/Impact: Increase performance at the approaches level on STAAR by 3% Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: CURRICULUM & INSTRUCTION: Provide Just in Time training for teachers and credit recovery for students before the end of each semester. Strategy's Expected Result/Impact: Increase performance at the approaches level on STAAR by 3% Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 4: Achieve, exceed, or make progress toward K-5 independent reading levels in the following student groups: all, special education, emergent bilingual, and economically disadvantaged. (Board Monitoring System, Goal 1, Objective 4)





Evaluation Data Sources: Local assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: ELEMENTARY READING/ELA: Implement professional development focusing on RLA TEKS and content knowledge for K-5, providing campus support for teachers, literacy specialists, and campus content instructional specialists. Strategy's Expected Result/Impact: All campuses will have 90% or more of their matched pair students achieve, exceed, or make progress toward K-5 independent reading levels. Staff Responsible for Monitoring: Primary Coordinator Elementary ELAR Coordinator	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: ELEMENTARY READING/ELA: Implement Heggerty's Phonemic Awareness Program into our daily word study component for grades K-2 and provide Heggerty's Phonemic Awareness Intervention Plan for grades 3-5. Strategy's Expected Result/Impact: All campuses will have 90% or more of their matched pair students achieve, exceed, or make progress toward K-5 independent reading levels. Staff Responsible for Monitoring: Primary Coordinator Elementary ELAR Coordinator	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Performance Objective 5: Achieve or exceed primary (grades K-2) math grade level targets. (Board Monitoring System, Goal 1, Objective 5)





Evaluation Data Sources: Local assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: ELEMENTARY MATH: The Primary Curriculum Department will implement professional development focusing on math TEKS and content knowledge for grades Pre-K, Kindergarten and First Grade by providing campus support for teachers, interventionists, and instructional specialists. Strategy's Expected Result/Impact: All campuses will have 80% or more of their students meet grade level targets in math. Staff Responsible for Monitoring: Primary Coordinator	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: ELEMENTARY MATH: The Primary Curriculum Department will implement number sense and teaching math concepts through concrete experiences that include the ongoing use of manipulatives, hands-on experiences and small groups in the Math Teacher Notes, by providing professional development, campus support for teachers, interventionists and instructional specialists Strategy's Expected Result/Impact: All campuses will have 80% or more of their students meet grade level targets in math. Staff Responsible for Monitoring: Primary Coordinator	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 6: Use online district assessments to prepare students to take the state assessments entirely online. (Board Monitoring System, Goal 1, Objective 6)

Evaluation Data Sources: Local assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: INSTRUCTIONAL TECHNOLOGY: Campus staff will be trained on the creation, implementation and data analysis tools for Schoology and Performance Matters. Strategy's Expected Result/Impact: All Campuses will administer District Benchmarks and District Progress Measures (DPM) online. Staff Responsible for Monitoring: Director of Instructional Technology Learning Management System Coordinator	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: INSTRUCTIONAL TECHNOLOGY: Online District assessments will be created with enhanced item types to give students experience with new question types on state assessments. Strategy's Expected Result/Impact: All Campuses will administer District Benchmarks and District Progress Measures (DPM) online. Staff Responsible for Monitoring: Curriculum Coordinators	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 7: Increase graduation rate in all student groups. (Board Monitoring System, Goal 1, Objective 7)

Evaluation Data Sources: Graduation rate data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: COLLEGE & CAREER READINESS: The district implements the following strategies to assist students in making informed curriculum choices to be prepared for success beyond high school:</p> <p>* Update, revise, and facilitate annually the 8th grade Advisory curriculum on Foundation + Endorsement ensuring that the content is delivered to all 8th grade students and results in the completion of a four-year plan. (Guidance & Counseling)</p> <p>* Facilitate annually the Junior Achievement Inspire event allowing 8th graders an opportunity to engage with community business partners in order to experience career options and explore job opportunities in each endorsement area and create an informed, high-interest four-year high school plan..</p> <p>* Update, revise, and offer the PACE course (Personal, Academic, and Career Exploration) to all ninth graders as a HS transition course.</p> <p>* Facilitate annually Funding Your Future to provide students with information on financial aid and scholarship opportunities to pay for college.</p> <p>* Facilitate annually the College Knowledge Night to provide information sessions for college and career readiness to include topics such as enrollment in Dual Credit and Advanced Placement courses, participation in College Academy, first generation college transition, and a college fair featuring HBCUs.</p> <p>Strategy's Expected Result/Impact: Increase graduation rates by .1 to 1%</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics Director of Middle School Curriculum & Instruction Director of Guidance & Counseling</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CURRICULUM AND INSTRUCTION: Support credit deficient students and those who need to pass the state assessment requirements for graduation.</p> <p>Strategy's Expected Result/Impact: Increase graduation rates by .1 to 1%</p> <p>Staff Responsible for Monitoring: Director of High School Curriculum & Instruction Personalized Learning Recovery Specialist</p>	Formative		
	Nov	Feb	May





Strategy 3 Details		Formative Reviews		
Strategy 3: CAREER AND TECHNICAL 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 students' teachers to prepare materials for home bound instruction, including access to textbooks and/or alternatives for courses difficult to duplicate in a home environment. (4) Notify CEHI staff of actual delivery date or if CEHI is needed before then due to prenatal issues. (5) Complete instruction in courses during home bound period and report attendance and grades to campus staff. (6) Ensure PEIMS coding accurately reflects the period of PRS. Strategy's Expected Result/Impact: Increase graduation rates by .1 to 1% Staff Responsible for Monitoring: Director of Career & Technical Education CTE Counselors		Formative		
		Nov	Feb	May
Strategy 4 Details		Formative Reviews		
Strategy 4: STUDENT SERVICES: Implementation of an on-going Dropout Recovery Process/Plan at every campus. Strategy's Expected Result/Impact: Increase graduation rates by .1 to 1%. Staff Responsible for Monitoring: * Assistant Superintendent of Student Services * Director of Student Services/Admissions * District Attendance Officers * Campus Dropout Recovery Specialist		Formative		
		Nov	Feb	May
Strategy 5 Details		Formative Reviews		
Strategy 5: STUDENT SERVICES: Identification and support for students experiencing homelessness through transportation services, temporary workers, tutoring and other efforts that serve to eliminate academic barriers. Strategy's Expected Result/Impact: Increase graduation rates by .1 to 1%. Staff Responsible for Monitoring: * Assistant Superintendent for Student Services * Director of Student Services/Admissions * District Homeless Liaison * EASE Counselors		Formative		
		Nov	Feb	May
Strategy 6 Details		Formative Reviews		
Strategy 6: STUDENT SERVICES: Identification and support for students in the conservatorship of the State of Texas (foster care) through transportation services and other efforts that serve to eliminate academic barriers. Strategy's Expected Result/Impact: Increase graduation rates by .1 to 1%. Staff Responsible for Monitoring: * Assistant Superintendent for Student Services * Director of Student Services/Admissions and Foster Care Liaison * EASE Counselors		Formative		
		Nov	Feb	May

Strategy 7 Details	Formative Reviews		
Strategy 7: SPECIAL EDUCATION: Monitor and evaluate to ensure students are meeting passing standards and evaluate the need for grade repair and extra tutorials to ensure student graduation. Strategy's Expected Result/Impact: Increase graduation rates for students with disabilities by .1 to 1%. Staff Responsible for Monitoring: Director of Special Education	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: EMERGENT BILINGUALS: Provide instructional coaching for teachers on strategies to support beginner and intermediate Emergent Bilingual students. Strategy's Expected Result/Impact: Increase the number of Emergent Bilingual who graduate by .1 to 1%. Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: COUNSELING: The district implements the following related to higher education admissions and financial aid to support middle school and high school students, teachers, counselors and parents: * Higher education admissions and financial aid opportunities * TEXAS grant program and the Teach for Texas grant program * College night * Parent night (each grade level) * 8th grade guidance program * Sophomore conference * Junior conferences * Senior conferences * Classroom guidance * Financial aid night * Use of the career exploration tool Xello * Facilitate Funding your Future * College knowledge week * Facilitate Finding your Future Strategy's Expected Result/Impact: Increase the number of Emergent Bilingual who graduate by .1 to 1%. Staff Responsible for Monitoring: Director of Guidance and Counseling	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Performance Objective 8: Increase the number of industry certifications earned. (Board Monitoring System, Goal 1, Objective 8)

Evaluation Data Sources: CTE certificate data





Strategy 1 Details	Formative Reviews		
Strategy 1: CAREER AND TECHNICAL EDUCATION: The district implements the following strategies to increase opportunities for students to earn industry certifications: * Provide options for students to earn industry certifications in each CTE program of study. * Provide training for CTE teachers related to the content and administration of industry certifications. * Provide materials (press releases, posters, website, publications) to promote the availability of and encourage the earning of industry certifications. * Provide financial assistance to keep costs to students lower than certifying outside of CFISD. Strategy's Expected Result/Impact: Increase the number of industry certifications earned by 2% Staff Responsible for Monitoring: Director of Career and Technical Education	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: CAREER AND TECHNICAL EDUCATION: The district implements the following strategies to monitor the data related to students earning industry certifications: * Provide options for district and high school campus administrators to pull historic and current data on students attempting and/or earning industry certifications. * Provide training for high school campus administrators and CTE Counselors on pulling and interpreting historic and current data related to industry certifications. Strategy's Expected Result/Impact: Increase the number of industry certifications earned by 2% Staff Responsible for Monitoring: Director of Career and Technical Education High School Campus Principals CTE Counselors	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 9: Increase the number of students enrolled in and earning credit in advanced courses in the economically disadvantaged student group. (Board Monitoring System, Goal 1, Objective 9)

Evaluation Data Sources: Course enrollment data





Strategy 1 Details	Formative Reviews		
Strategy 1: CURRICULUM AND INSTRUCTION: The district implements the following strategies to increase the number of underrepresented student groups: * Provide a district-wide survey of all kinder students for the purpose of identification for gifted and talented services * Provide teacher training on the characteristics of giftedness in underrepresented groups. * Provide teacher training on differentiation of instruction for diverse learning populations. Strategy's Expected Result/Impact: 3% enrollment increase in each student group on advanced, dual, or K-level courses Staff Responsible for Monitoring: Director of Advanced Academics Director of High School Curriculum & Instruction Director of Middle School Curriculum & Instruction	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 10: Ensure students and staff have seamless access to digital resources necessary to support a 24x7 learning environment. (Board Monitoring System, Goal 1, Objective 10)





Evaluation Data Sources: Technology data

Strategy 1 Details	Formative Reviews		
Strategy 1: TECHNOLOGY SERVICES: Replace staff and student devices based on criteria such as performance, mobility, security, stability, vendor support, and district standard replacement schedule. Strategy's Expected Result/Impact: Provide high availability to digital resources through well designed, innovative technology solutions. Staff Responsible for Monitoring: Director of Device Management and Director of CFISD LTE 1:1 Program, Director of Acquisitions	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: TECHNOLOGY SERVICES: Maintain and monitor network infrastructure Strategy's Expected Result/Impact: Provide high availability to digital resources through well designed, innovative technology solutions. Staff Responsible for Monitoring: Director of Network Infrastructure and Communications	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: TECHNOLOGY SERVICES: Maintain and monitor connectivity to online resources Strategy's Expected Result/Impact: Provide high availability to digital resources through well designed, innovative technology solutions. Staff Responsible for Monitoring: Director of Network Infrastructure and Communications, Director of Device Management, Director of CFISD LTE 1:1, Director of Information Services, Director of Acquisitions	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: TECHNOLOGY SERVICES: Maintain and monitor internet bandwidth Strategy's Expected Result/Impact: Provide high availability to digital resources through well designed, innovative technology solutions. Staff Responsible for Monitoring: Director of Network Infrastructure and Communications	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 11: Ensure students have seamless, online access to State of Texas Assessments of Academic Readiness - STAAR. (Board Monitoring System, Goal 1, Objective 11)

Evaluation Data Sources: Technology data

Strategy 1 Details	Formative Reviews		
Strategy 1: TECHNOLOGY SERVICES: Replacement of Chromebooks that have reached Automatic Update Expiration Strategy's Expected Result/Impact: Meet or exceed technology infrastructure target set by Texas Education Agency for online STAAR testing. Staff Responsible for Monitoring: Director of Device Management and Director of CFISD LTE 1:1 Program	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: TECHNOLOGY SERVICES: Update all Chromebooks to state recommend OS version Strategy's Expected Result/Impact: Meet or exceed technology infrastructure target set by Texas Education Agency for online STAAR testing. Staff Responsible for Monitoring: Director of Device Management and Director of CFISD LTE 1:1 Program	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: TECHNOLOGY SERVICES: Monitor bandwidth usage Strategy's Expected Result/Impact: Meet or exceed technology infrastructure target set by Texas Education Agency for online STAAR testing. Staff Responsible for Monitoring: Director of Network Infrastructure and Communications	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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

Performance Objective 12: Use federal and state funds appropriately to support the academic learning of students.

Evaluation Data Sources: STAAR, program evaluations

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure that all students attending campuses with high percentages of children from low-income families meet challenging state academic standards. (Title I) Strategy's Expected Result/Impact: Increase performance at the approaches, meets, and masters levels by 3% Staff Responsible for Monitoring: Director of Federal Programs and Grants	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff development to elementary and secondary teachers and principals focused on content area curriculum to improve student achievement. (Title II) Strategy's Expected Result/Impact: Increase the knowledge of teachers and principals in the content area curriculum. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Support language acquisition and academic content for students identified as Emergent Bilingual. (Title III) Strategy's Expected Result/Impact: Increase numbers of students making at least one year of growth on the Texas English Language Proficiency Assessment System (TELPAS) by 1%. Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide students with a well rounded education, support safe and healthy students, and support the effective use of technology. (Title IV) Strategy's Expected Result/Impact: Increase student engagement in programs funded through Title IV by 1%, fund positions for the district's mental health team. Staff Responsible for Monitoring: Director of Federal Programs and Grants	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Supplement state CTE allotment to develop more fully the academic, career, and technical skills of secondary students who elect to enroll in career and technical education programs. (Career and Technical Education Carl Perkins Grant) Strategy's Expected Result/Impact: Increase number of industry certificates earned by 2%. Staff Responsible for Monitoring: Director of Career and Technical Education	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide supplemental support for high costs needs of students with disabilities. (Individuals with Disabilities Education Act) Strategy's Expected Result/Impact: Students are given a free appropriate public education (FAPE). Staff Responsible for Monitoring: Director of Special Education	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide support for students in a special education program. (Special Allotment: Special Education) Strategy's Expected Result/Impact: Students receiving special education services meet their individualized IEP academic goals. Staff Responsible for Monitoring: Director of Special Education	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Enable Emergent Bilingual students to become competent in listening, speaking, reading and writing the English language. (Special Allotment: Bilingual Education) Strategy's Expected Result/Impact: At least one year's progress on TELPAS. Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide career and technical education programs. (Special Allotment: Career and Technology Education) Strategy's Expected Result/Impact: Increase in number of students earning industry certificates by 2%. Staff Responsible for Monitoring: Director of Career and Technology	Formative		
	Nov	Feb	May
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide support for students receiving Dyslexia services. (Special Allotment: Dyslexia) Strategy's Expected Result/Impact: Students will meet their individual reading level targets. Staff Responsible for Monitoring: Director of Dyslexia	Formative		
	Nov	Feb	May

Strategy 11 Details	Formative Reviews		
Strategy 11: Provide full day Pre-Kindergarten. (Special Allotment: Early Education) Strategy's Expected Result/Impact: Students will enroll in full day Pre-Kindergarten and enter Kindergarten with the prerequisite skills. Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction	Formative		
	Nov	Feb	May
Strategy 12 Details	Formative Reviews		
Strategy 12: Based on AID (LEGAL) the district provides the following assurances in the District Improvement Plan: 1. Provide services to eligible children attending private elementary schools and secondary schools in timely and meaningful consultation with private school officials regarding such services. 2. Participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8. 3. Coordinate and integrate services under Part A with other educational services at the district or school level, such as services for children with disabilities, migratory children, American Indian children, and homeless children and youth, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. 4. Collaborate with the state or local welfare agency to designate a point of contact if the child welfare agency notifies the district and develop and implement clear written procedures governing how transportation to maintain foster care children in their schools of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. 5. Ensure all teachers and paraprofessionals working in a program supported with funds under Part A meet applicable state certification and license requirements. 6. Ensure that early childhood education services to low-income children comply with performance standards under the Head Start Act. Strategy's Expected Result/Impact: All federal requirements are met Staff Responsible for Monitoring: Director of Federal Programs and Grants	Formative		
	Nov	Feb	May
Strategy 13 Details	Formative Reviews		
Strategy 13: ESSER I, ESSER II, and ESSER III: Help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students. Strategy's Expected Result/Impact: Reduce COVID-10 positivity rates Work toward eliminating the achievement gap caused by COVID-19 and enable students to meet state and federal accountability targets. Staff Responsible for Monitoring: Director of Federal Programs and Grants Director of Finance	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 13: Special Allotment: Compensatory Education: Reduce any disparity between (1) students who are educationally disadvantaged and students who are not educationally disadvantaged, and (2) students at-risk of dropping out of school as defined by TEC 29.081, and all other students on (a) performance on state assessments, and (b) rates of high school completion (graduation rates) by offering additional accelerated instruction and supplemental interventions to each student who meets one or more statutory or locally-defined eligibility criteria.

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

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





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

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

Evaluation Data Sources: High School Completion Rates
STAAR data

Strategy 1 Details	Formative Reviews		
Strategy 1: Small Group Reading Intervention (SGRI-1st Grade): Provide reading intervention materials and training for SGRI teachers, curriculum aligned resources to campuses, and targeted professional development for teachers. Strategy's Expected Result/Impact: Increase the number of students reading on or above grade level by 2% Staff Responsible for Monitoring: Primary Curriculum Coordinator	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Supplemental Language Arts (Grades 2-5): Provide tutors for accelerated instruction, supplemental curriculum, curriculum aligned resources to campuses and professional development for coaches and teachers Strategy's Expected Result/Impact: Increase students performance on STAAR by 3% Staff Responsible for Monitoring: Coordinator for Elementary ELAR	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Supplemental Language Arts (Grade 6): Provide materials to support accelerated instruction, curriculum aligned resources for campuses, curriculum development for intervention classes, and materials and fees for professional development for teachers and coaches. Strategy's Expected Result/Impact: Increase student performance on STAAR/EOC by 3% and increase passing rates in ELA classes by 5% Staff Responsible for Monitoring: Secondary Reading Coordinator	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Supplemental Language Arts (Grades 7-12): Provide resources and activities for accelerated instruction and "Closing the Gap" activities/resources/supplies for teachers to use with students; materials/supplies to support STAAR or EOC review initiatives on campuses; reading materials (books) to support reading scaffolds; writing calibration training and materials; and curriculum activities/resources/supplies for summer school programs. Strategy's Expected Result/Impact: Increase student performance on STAAR/EOC and increase passing rates in required high school English courses. Staff Responsible for Monitoring: Secondary ELA Coordinator	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Supplemental Math (Grades 2-6): Provide tutors for accelerated instruction, curriculum aligned resources to campuses, targeted professional development for teachers, provide "Closing the Gap" activities/resources/supplies for teachers to use with students in accelerated instruction (including temporary workers to prepare the activities/resources), supplies to support engaging activities in math, materials/supplies to support STAAR review initiatives on campuses, materials for professional development for teachers, and curriculum activities/resources/supplies for summer school programs. Strategy's Expected Result/Impact: Increase students performance on STAAR by 3% Staff Responsible for Monitoring: Coordinator for Elementary Math	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Supplemental Math (Grades 7-12): Provide campus tutors for accelerated instruction, "Closing the Gap" activities/resources/supplies for teachers to use with students in accelerated instruction (including temporary workers to prepare the activities/resources), supplies to support engaging activities in math/algebra lab, materials/supplies to support STAAR review initiatives on campuses, materials for professional development for teachers, and curriculum activities/resources/supplies for summer school programs. Strategy's Expected Result/Impact: Increase student performance on STAAR and increase passing rates in required high school math courses. Staff Responsible for Monitoring: Math Coordinator 7-12	Formative		
	Nov	Feb	May





Strategy 7 Details	Formative Reviews		
Strategy 7: Supplemental Science (Grades 2-6): Provide tutors for accelerated instruction, after school science camps, STAAR review resources, and curriculum aligned resources to campuses. Strategy's Expected Result/Impact: Increase students performance on STAAR by 2% Staff Responsible for Monitoring: Coordinator for Elementary Science	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Summer School Math and Reading Camp (middle school): Provide additional math and reading instruction during the summer to build and strengthen students' academic foundation and prepare for upcoming coursework in a new school year. Strategy's Expected Result/Impact: 90% of students attending will attend at least eight days and earn credit to pass math or reading. Staff Responsible for Monitoring: Director of Middle School Curriculum and Instruction	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Apartment Tutoring Program: Provide academic after-school tutoring and instructional resources for at-risk students at a local apartment complex. Strategy's Expected Result/Impact: Close the gap by at least 5 points between emergent bilingual and non-emergent bilingual STAAR reading, math, science, and social studies. Staff Responsible for Monitoring: Director, Curriculum and Instruction Special Populations	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: Continue to implement the comprehensive Safety and Security Action Plan to improve safety and security of all facilities. (Board Monitoring System, Goal 2, Objective 1)

Evaluation Data Sources: School Safety Data





Strategy 1 Details	Formative Reviews		
Strategy 1: EMERGENCY MANAGEMENT: Ensure compliance with Texas Education Code for safety and security of all campuses/facilities. Strategy's Expected Result/Impact: Improved safety and security for students and staff. Staff Responsible for Monitoring: Office of Emergency Management	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: EMERGENCY MANAGEMENT: Ensure that the District Emergency Operations Plan is compliant with state and federal guidelines. Strategy's Expected Result/Impact: Improved safety and security for students and staff. Staff Responsible for Monitoring: Office of Emergency Management	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: EMERGENCY MANAGEMENT: Monitor the completion of all required emergency response drills and the exterior door sweep audits. Strategy's Expected Result/Impact: Improved safety and security for students and staff. Staff Responsible for Monitoring: Office of Emergency Management	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: EMERGENCY MANAGEMENT: Ensure the completion of Safety and Security Audits for the current cycle. Strategy's Expected Result/Impact: Improved safety and security for students and staff. Staff Responsible for Monitoring: Office of Emergency Management	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: EMERGENCY MANAGEMENT: Ensure the completion of all required emergency response training's for district employees, including substitutes. Strategy's Expected Result/Impact: Improved safety and security for students and staff. Staff Responsible for Monitoring: Office of Emergency Management	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
Strategy 6: EMERGENCY MANAGEMENT: Ensure the completion of all corrective action plans for the Intrusion Detection Audits that are conducted by the state. Strategy's Expected Result/Impact: Improved safety and security for students and staff. Staff Responsible for Monitoring: Office of Emergency Management	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

Performance Objective 2: Increase the number of students receiving face-to-face instruction by decreasing the overall number of students removed from class. (Board Monitoring System, Goal 2, Objective 2)





Evaluation Data Sources: Discipline & Attendance Data

Strategy 1 Details	Formative Reviews		
Strategy 1: STUDENT SERVICES: Provide effective attendance improvement interventions for students with 6 or more unexcused absences. Strategy's Expected Result/Impact: Decrease actions resulting in removal from class by 10%. Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Admissions District Attendance Officers Campus Staff	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: STUDENT SERVICES: Increase behavioral supports and interventions offered to students. Strategy's Expected Result/Impact: Decrease actions resulting in removal from class by 10%. Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Discipline Classroom Management Consulting Teachers Campus Staff	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: Pilot a research-based schoolwide behavioral support system at four CFISD campuses. (Board Monitoring System, Goal 2, Objective 3)

Evaluation Data Sources: Pilot Data

Strategy 1 Details	Formative Reviews		
Strategy 1: STUDENT SERVICES: Provide training on behavioral support system to 85%-100% of each campus staff. Strategy's Expected Result/Impact: Provide a standard classroom management program for students and staff. Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Discipline Classroom Management Consulting Teachers	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: STUDENT SERVICES: Implement and monitor schoolwide behavioral system by conducting walkthroughs by designated campus and district administrators, and program facilitators. Strategy's Expected Result/Impact: Provide a standard classroom management program for students and staff. Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Discipline Classroom Management Consulting Teachers Behavior Interventionists Principals/Campus Staff	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 4: Implementation of Positive Behavior Intervention and Support (PBIS) process or other research-based schoolwide behavioral support system at all CFISD campuses. (Board Monitoring System, Goal 2, Objective 4)





Evaluation Data Sources: Discipline data

Strategy 1 Details	Formative Reviews		
Strategy 1: STUDENT SERVICES: Provide supports for the PBIS process or other behavioral support systems at all CFISD campuses. Strategy's Expected Result/Impact: 100% of CFISD campuses will implement a schoolwide behavior support system. Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Discipline Classroom Management Consulting Teachers	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

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

Performance Objective 5: Expand measures to protect sensitive and confidential data and maintain cybersecurity readiness. (Board Monitoring System, Goal 2, Objective 5)





Evaluation Data Sources: Technology data

Strategy 1 Details	Formative Reviews		
Strategy 1: TECHNOLOGY SERVICES: Submit application for Trusted Learning Environment (TLE) seal of distinction renewal by providing evidence of how the district's data privacy practices have improved. Strategy's Expected Result/Impact: Provide multiple security controls protecting all students, staff, and levels of the network from vulnerabilities. Staff Responsible for Monitoring: Security Specialist, Director of Network Infrastructure and Communication, Director of Device Management, Director of Acquisitions, Director of CFISD LTE 1:1 Program	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: TECHNOLOGY SERVICES: Expand cybersecurity awareness, training's, and communications Strategy's Expected Result/Impact: Provide multiple security controls protecting all students, staff, and levels of the network from vulnerabilities. Staff Responsible for Monitoring: Security Specialist, Director of Network Infrastructure and Communication, Director of Device Management, Director of Acquisitions, Director of CFISD LTE 1:1 Program	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: TECHNOLOGY SERVICES: Conduct a security program operational effectiveness review Strategy's Expected Result/Impact: Provide multiple security controls protecting all students, staff, and levels of the network from vulnerabilities. Staff Responsible for Monitoring: Security Specialist, Director of Network Infrastructure and Communication, Director of Device Management, Director of Acquisitions, Director of CFISD LTE 1:1 Program	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

Evaluation Data Sources: Psychological Services Data

Strategy 1 Details	Formative Reviews		
Strategy 1: PSYCHOLOGICAL SERVICES: : Provide increased training opportunities for all Psychological Services Department Licensed Specialists in School Psychology (LSSPs) and Psychology Interns each quarter targeting best practices in assessment, treatment/intervention and crisis response protocols in order to improve meaningful student outcomes. Strategy's Expected Result/Impact: Improved LSSP and Intern ability to assess, intervene, mitigate, and support the mental health needs of students across all campuses. Staff Responsible for Monitoring: Director of Psychological Services	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: PSYCHOLOGICAL SERVICES: LSSPs and Psychology Interns will communicate, collaborate, and staff with campus-based professionals (administrators, counselors, teachers, paraprofessionals, nurses) to develop/coordinate/review individual plans promoting a safe and supportive learning environment and positive support of the individual social, emotional and behavioral needs of identified students (with parent/guardian consent). Strategy's Expected Result/Impact: Collaboration with campus-based staff and Psychology Department staff will support the local campus development of individualized and positive plans for identified students (with parent/guardian consent) to address social, emotional and behavior interactions in the school setting. Staff Responsible for Monitoring: Director of Psychological Services	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 7: Provide guidance and counseling to students that meet the needs of all students including those receiving special services.

Evaluation Data Sources: Counseling Data

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





Strategy 4 Details	Formative Reviews		
Strategy 4: GUIDANCE AND COUNSELING: Senate Bill 11: We will train our staff on grief and trauma informed care. The district will increase the awareness of trauma informed care for staff and students. We will also provide counseling options for students affected by trauma or grief. Implement CFISD Board Policy FFBA. Strategy's Expected Result/Impact: Training provided to staff, review of curricula, and information provided to parents. Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: GUIDANCE AND COUNSELING: HB 18: We will train all principals on the Comprehensive School Counseling Program. Strategy's Expected Result/Impact: Training and supplemental documents provided. Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: GUIDANCE AND COUNSELING: Increase involvement in P.B.I.S. and educate elementary students on post-secondary programs. Strategy's Expected Result/Impact: Promote a "well-being" climate by establishing multiple initiatives to promote a positive school culture. Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: GUIDANCE AND COUNSELING: HB 111: All staff will be trained on sexual abuse, sex trafficking, and maltreatment of children. All staff will be trained annually. CFISD Board Policy FFG. Strategy's Expected Result/Impact: Training and supplemental documents provided. Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: GUIDANCE AND COUNSELING: SB 9: As required by SB 9, it is our policy of the district to maintain a learning environment that is free of dating violence, discrimination, harassment, and retaliation. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a counselor or other school official with whom they feel comfortable. Strategy's Expected Result/Impact: Training provided to staff and students. Information provided to parents via district website. Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselors	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: GUIDANCE AND COUNSELING: SB 9: The district will promptly notify the parent of the alleged victim or alleged perpetrator who has experienced prohibited conduct when the allegations, if proven, will constitute a violation as defined by policy FFH. Strategy's Expected Result/Impact: Awareness education provided to students and parents. Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselors	Formative		
	Nov	Feb	May

Strategy 10 Details	Formative Reviews		
Strategy 10: GUIDANCE AND COUNSELING: SB 9: Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the students' parent. See policy FFH (LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report. Strategy's Expected Result/Impact: Training provided to staff and students. Information provided to parents via district website. Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Performance Objective 1: Implement a recruitment plan focused on recruiting a diverse teacher and leadership staff reflective of student demographics.
 (Board Monitoring System, Goal 3, Objective 1)

Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Formative Reviews		
Strategy 1: HUMAN RESOURCES: Provide School Leadership and campus leadership with teacher and leadership demographic data. Strategy's Expected Result/Impact: Work collaboratively with school leadership to implement the recruitment plan in appropriate stages as determined by the review and evaluation. Staff Responsible for Monitoring: Human Resources Professional Staffing Team	Formative		
	Nov	Feb	May
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			

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

Performance Objective 2: Provide a competitive compensation package for all employees. (Board Monitoring System, Goal 1, Objective 2)

Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Formative Reviews		
Strategy 1: HUMAN RESOURCES: Conduct a review of pay for extracurricular duty assignments (UIL athletics, fine arts, and academic areas) and recommend a plan to improve competitive alignment. Strategy's Expected Result/Impact: Offer a comparable and competitive salary as compared to the three largest school districts in the region. Staff Responsible for Monitoring: Human Resources Compensation Team and Business and Finance	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

Performance Objective 3: Increase the substitute teacher fill rate. (Board Monitoring System, Goal 3, Objective 3)

Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Formative Reviews		
Strategy 1: HUMAN RESOURCES: Visit and engage with substitutes serving in long-term assignments at 15 campuses with the lowest fill rates and district identified monitor campuses with the intent of increasing the number of days substitutes remain in their assignments on those campuses. Strategy's Expected Result/Impact: 100% fill rate Staff Responsible for Monitoring: Human Resources Substitute Staffing Team	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

Performance Objective 4: Review and evaluate time-to-hire for substitutes. (Board Monitoring System, Goal 3, Objective 4)





Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Formative Reviews		
Strategy 1: HUMAN RESOURCES: Create a streamlined application and hiring process for former CFISD teachers who left in good standing. Strategy's Expected Result/Impact: Align current time-to-hire with best practices. Staff Responsible for Monitoring: Human Resources Substitute Office	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

Performance Objective 5: Modify the Teacher Incentive Allotment (TIA) plan. (Board Monitoring System, Goal 2, Objective 5)

Evaluation Data Sources: TIA data

Strategy 1 Details	Formative Reviews		
Strategy 1: Model Texas Education Agency Transition Table data. Strategy's Expected Result/Impact: Increase the number of teachers eligible to earn the Teacher Incentive Allotment. Staff Responsible for Monitoring: Assistant Superintendent District Improvement and Accountability	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the NWEA MAP assessment in grades K-3). Strategy's Expected Result/Impact: Increase the number of teachers eligible to earn the Teacher Incentive Allotment. Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 6: Increase the number of bilingual teachers. (Board Monitoring System, Goal 3, Objective 6)

Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Formative Reviews		
Strategy 1: HUMAN RESOURCES: Visit and engage with bilingual education student organizations at colleges and universities across the state. Strategy's Expected Result/Impact: Work collaboratively with Curriculum and Instruction to develop and execute a comprehensive sourcing plan to attract and hire bilingual certified teachers. Staff Responsible for Monitoring: Human Resources Professional Staffing Team and Curriculum and Instruction	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

Performance Objective 7: Develop a plan to maintain a low teacher turnover rate. (Board Monitoring System, Goal 3, Objective 7)





Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Formative Reviews		
Strategy 1: HUMAN RESOURCES: Partner with Hanover Research to conduct a teacher mobility and retention analysis to identify trends in teacher retention and attrition. Strategy's Expected Result/Impact: Maintain a teacher turnover rate that is a minimum of 4% lower than the state average. Staff Responsible for Monitoring: Human Resources Professional Staffing Team	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

Performance Objective 8: Recruit diverse leadership candidates for district leadership initiatives.





Evaluation Data Sources: Recruitment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: SCHOOL LEADERSHIP: Utilize Human Resource's data on diversity to increase awareness of the need to diversify leadership roles on the campus. Strategy's Expected Result/Impact: Increased applications for Leadership Institutes Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: SCHOOL LEADERSHIP: Share HR data with campus leadership to assist in identifying potential leaders on the campus. Strategy's Expected Result/Impact: Increased applications for Leadership Institutes Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: SCHOOL LEADERSHIP: Encourage campus leaders to recommend diverse applicants for district committees to increase exposure to leadership activities. Strategy's Expected Result/Impact: Increased applications for Leadership Institutes Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 9: Increase opportunities for high quality training, mentoring, and leadership development.





Evaluation Data Sources: Leadership Data

Strategy 1 Details	Formative Reviews		
Strategy 1: SCHOOL LEADERSHIP: Utilize the Leadership Framework currently developed as a method of obtaining leadership experience. Strategy's Expected Result/Impact: Increased exposure to leadership opportunities. Increased recruiting opportunities. Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: SCHOOL LEADERSHIP: Provide professional development at monthly assistant principal meetings, associate principal meetings, principal meeting, and the seven leadership institutes that increases opportunities for leadership roles. Strategy's Expected Result/Impact: Increased exposure to leadership opportunities. Increased recruiting opportunities. Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: SCHOOL LEADERSHIP: increase numbers in the institutes and in NAESP mentoring programs. Strategy's Expected Result/Impact: Increased exposure to leadership opportunities. Increased recruiting opportunities. Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: SCHOOL LEADERSHIP: Identify current leaders for high quality local training enabling them to enhance their skill sets resulting in retention and enabling recruiting of candidates from the surrounding areas. Strategy's Expected Result/Impact: Increased exposure to leadership opportunities. Increased recruiting opportunities. Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: Maintain a comprehensive marketing plan to increase engagement and support among all CFISD stakeholders. (Board Monitoring System, Goal 4, Objective 1)





Evaluation Data Sources: Communication Data

Strategy 1 Details	Formative Reviews		
Strategy 1: COMMUNICATIONS: Meet with Freed monthly to discuss district goals, timelines, budgets, strategies. Strategy's Expected Result/Impact: Produce marketing campaign media. Staff Responsible for Monitoring: Director of Community Engagement	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: COMMUNICATIONS: Create a yearly communication calendar with dates for social media, newsletters, etc. Strategy's Expected Result/Impact: Produce marketing campaign media. Staff Responsible for Monitoring: Director of Communication	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: COMMUNICATIONS: Provide a marketing toolkit and assets for digital displays to campus-based staff. Strategy's Expected Result/Impact: Produce marketing campaign media. Staff Responsible for Monitoring: Director of Community Engagement, Director of Communication	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: COMMUNICATIONS: Utilize Freed, department and social media analytics reporting to measure reach of campaign efforts. Strategy's Expected Result/Impact: Produce marketing campaign media. Staff Responsible for Monitoring: Director of Community Engagement, Director of Communication	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Develop a comprehensive plan to increase stakeholder input and feedback and build customer loyalty. (Board Monitoring System, Goal 4, Objective 2)





Evaluation Data Sources: Communications data

Strategy 1 Details	Formative Reviews		
Strategy 1: CHIEF OF STAFF: Create and implement a district wide committee application to create diverse committee membership; revise structure of committees on district website to include membership and contact information. Strategy's Expected Result/Impact: Increase in opportunities for stakeholder engagement. Staff Responsible for Monitoring: Chief of Staff, Assistant Superintendent of Communication & Community Relations	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: CHIEF OF STAFF: Develop a framework for the Board to solicit feedback at identified committee meetings, and send feedback to Hanover Research to analyze and provide a trend analysis. Strategy's Expected Result/Impact: Increase in opportunities for stakeholder engagement. Staff Responsible for Monitoring: Chief of Staff	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: CHIEF OF STAFF: Form two ad hoc district committees: Opportunity for All and Portrait of a CFISD Graduate. Strategy's Expected Result/Impact: Increase in opportunities for stakeholder engagement. Staff Responsible for Monitoring: Chief of Staff	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: COMMUNICATIONS: Revise info@cfisd.net email CFISD link on website to a CFISD Feedback Form. Strategy's Expected Result/Impact: Increase in opportunities for stakeholder engagement. Staff Responsible for Monitoring: Assistant Superintendent of Communication & Community Relations	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: Engage parents, business and community members in CFISD volunteer opportunities and event. (Board Monitoring System, Goal 4, Objective 3)





Evaluation Data Sources: Communications data

Strategy 1 Details	Formative Reviews		
Strategy 1: COMMUNITY ENGAGEMENT: Schedule and facilitate meaningful engagements with community volunteers including business partner meetings, mentor training's and Lunch & Learn events. Strategy's Expected Result/Impact: Restart program and establish new baseline for parents, business and community involvement. Staff Responsible for Monitoring: Director of Community Engagement	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: COMMUNITY ENGAGEMENT: Organize and host the Superintendent's Fun Run to engage business partners, faith-based leaders, CFISD employees, students, community members, and local restaurants to raise funds for scholarships for CFEF. Strategy's Expected Result/Impact: Restart program and establish new baseline for parents, business and community involvement. Staff Responsible for Monitoring: Director of Community Engagement	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: Develop and manage an operating budget that reflects the objectives of the District Improvement Plan. (Board Monitoring System, Goal 5, Objective 1)

Evaluation Data Sources: Budget and Financial Documents

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Budget developed based on Board Goal Setting Workshop and enrollment and revenue projections. 2) Monitor revenues and expenditures by preparing monthly budget to actual financial reports. 3) Present quarterly budget review to the Board of Trustees for approval. 4) Monitor state legislature to anticipate issues that may affect funding. 5) Prepare five-year projections. Strategy's Expected Result/Impact: Budget that supports District Improvement Plan and Board Monitoring Goals Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Maintain an appropriate operating fund balance. (Board Monitoring System, Goal 5, Objective 2)

Evaluation Data Sources: Budget and Financial Documents

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Develop and adopt fiscally responsible budget to meet Board and instructional goals. 2) Maintain working long-range budget. 3) Monitor revenues and expenditures by preparing monthly budget to actual financial reports. 4) Present quarterly budget review to the Board of Trustees for approval. Strategy's Expected Result/Impact: General fund balance of at least 25% of operating expenditures. Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services	Formative		
	Nov	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

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

Performance Objective 3: Maintain underlying bond rating from major bond rating agencies. (Board Monitoring System, Goal 5, Objective 3)

Evaluation Data Sources: Bond & Financial Documents

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Monitor post-issuance and disclosure compliance with all bond transactions. 2) Maintain a general fund balance of at least 25% of operating expenditures. 3) Monitor market and bond call dates to maximize refunding opportunities. Strategy's Expected Result/Impact: Moody's AA1 rating, Standard & Poor's AA rating, Fitch AA rating Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

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

Performance Objective 4: Provide funding for facilities, technology and programs needs by selling bonds. (Board Monitoring System, Goal 5, Objective 4)





Evaluation Data Sources: Bond Documents

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Structure bond sales in order to meet District needs while minimizing the effect on the I&S tax rate. 2) Provide funding for facilities, technology and program needs by selling bonds in compliance with long-range facilities assessment. 3) Utilize project spend down schedules to invest bond proceeds to maximize interest revenue while monitoring arbitrage implications. Strategy's Expected Result/Impact: Bond sales according to established timeline/schedule Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services	Formative		
	Nov	Feb	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>			

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

Performance Objective 5: Develop a data governance framework that will lead to improved data quality and increased access to data for all stakeholders. (Board Monitoring System, Goal 5, Objective 5)





Evaluation Data Sources: Technology data

Strategy 1 Details	Formative Reviews		
Strategy 1: TECHNOLOGY SERVICES: Identify district data domains and develop a district-wide data dictionary for all applications. Strategy's Expected Result/Impact: Standardized data policies, procedures and systems Staff Responsible for Monitoring: Director of Information Services	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: TECHNOLOGY SERVICES: Improve data quality and increase access to data for all stakeholders Strategy's Expected Result/Impact: Standardized data policies, procedures and systems Staff Responsible for Monitoring: Director of Information Services	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 6: Develop a district wide electronic documents environment including automated workflows. (Board Monitoring System, Goal 5, Objective 6)





Evaluation Data Sources: Technology data

Strategy 1 Details	Formative Reviews		
Strategy 1: TECHNOLOGY SERVICES: Complete the scanning of Instructional Support Center departmental records. Strategy's Expected Result/Impact: 100% of Instructional Support Center departmental records scanned in electronic document management system Staff Responsible for Monitoring: Director of Information Services	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: TECHNOLOGY SERVICES: Identify and implement departmental electronic workflows. Strategy's Expected Result/Impact: 100% of Instructional Support Center departmental records scanned in electronic document management system Staff Responsible for Monitoring: Director of Information Services	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: Maintain morning on-time arrivals and increase afternoon on-time arrivals. (Board Monitoring System, Goal 6, Objective 1)





Evaluation Data Sources: Transportation Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Transportation: Evaluate and revise routes as needed to maintain on-time performance objective. Strategy's Expected Result/Impact: Morning 95%, Afternoon 92% Staff Responsible for Monitoring: Director of Transportation Assistant Director of Transportation Assistant Director of Transportation Operations Area Directors Fleet Communications Manager	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Maintain an 80% or higher transportation department employee retention rate. (Board Monitoring System, Goal 6, Objective 2)

Evaluation Data Sources: Transportation Data

Strategy 1 Details	Formative Reviews		
Strategy 1: TRANSPORTATION: Provide opportunities for employees to maintain positive working environment and strategies to increase morale at transportation centers. Strategy's Expected Result/Impact: 80% Staff Responsible for Monitoring: Director of Transportation Assistant Director of Transportation Assistant Director of Transportation Human Resources Transportation HR Specialist	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

Performance Objective 3: Increase the reimbursable breakfast participation percentage. (Board Monitoring System, Goal 6, Objective 3)





Evaluation Data Sources: Nutrition Services data

Strategy 1 Details	Formative Reviews		
Strategy 1: NUTRITION SERVICES: Work with campus administration and other departments to reduce or eliminate obstacles to breakfast participation. Strategy's Expected Result/Impact: Increase reimbursable breakfast participation to 30%. Staff Responsible for Monitoring: Nutrition Services Director	Formative		
	Nov	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div></div>			

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

Performance Objective 4: Continue completion of projects approved in the 2019 bond referendum. (Board Monitoring System, Goal 6, Objective 4)

Evaluation Data Sources: Facilities and Construction Data

Strategy 1 Details	Formative Reviews		
Strategy 1: CONSTRUCTION SERVICES: Complete phase II 2019 bond projects. Strategy's Expected Result/Impact: Complete Phase 2 2019 Bond scope projects. Staff Responsible for Monitoring: Assistant Superintendent of Facilities & Construction, Directors, Project managers	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 5: Ensure optimal performance from HVAC equipment to help reduce utility costs and conserve energy. (Board Monitoring System, Goal 6, Objective 5)

Evaluation Data Sources: HVAC data

Strategy 1 Details	Formative Reviews		
Strategy 1: ENERGY MANAGEMENT: Increase completion rate of preventative maintenance work orders Strategy's Expected Result/Impact: Increase completion rate of preventative maintenance work orders. Staff Responsible for Monitoring: Director of Maintenance, Energy Manager	Formative		
	Nov	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

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

Performance Objective 6: Continue to improve indoor air quality, following CDC and ASHREA guidelines, to include increased treated outside air, increased air changes and improved filtration. (Board Monitoring System, Goal 6, Objective 6)





Evaluation Data Sources: Air quality data

Strategy 1 Details	Formative Reviews		
Strategy 1: MAINTENANCE: Maintain indoor air quality, following CDC and ASHREA Guidelines, to include increased treated outside air, increased air changes and improved filtration. Strategy's Expected Result/Impact: Maintain a healthy, high-quality learning and teaching environment for students and staff. Staff Responsible for Monitoring: Director of Maintenance	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

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

Performance Objective 7: Continue to improve sanitizing and disinfecting protocols and maintain adequate supplies of sanitizing and disinfecting products, PPE, and related equipment. (Board Monitoring System, Goal 6, Objective 7)





Evaluation Data Sources: Operations data

Strategy 1 Details	Formative Reviews		
Strategy 1: OPERATIONS: Review sanitizing and disinfecting protocols and maintain an adequate supply of sanitizing and disinfecting products, PPE and related equipment. Strategy's Expected Result/Impact: Maintain a healthy, high quality learning and teaching environment for students and staff Staff Responsible for Monitoring: Director of Operations	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 8: Continue completion of technology projects approved in the 2019 bond referendum. (Board Monitoring System, Goal 6, Objective 8)

Evaluation Data Sources: Technology data

Strategy 1 Details	Formative Reviews		
Strategy 1: TECHNOLOGY SERVICES: Upgrade/replace wireless access points Strategy's Expected Result/Impact: Complete 75% of phase 3 bond projects. Staff Responsible for Monitoring: Director of Network Infrastructure and Communications	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: TECHNOLOGY SERVICES: Upgrade/replace HUB network switching Strategy's Expected Result/Impact: Completion of phase 3 identified projects Staff Responsible for Monitoring: Director of Network Infrastructure and Communications	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: TECHNOLOGY SERVICES: Implement Education Plus for Google infrastructure management Strategy's Expected Result/Impact: Completion of phase 3 identified projects Staff Responsible for Monitoring: Director of Device Management and Director of Network Infrastructure and Communications	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area

Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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

Middle School Content Area Standard Expectations

English Language Arts/Reading (Grade 6-8)

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Utilize reading and writing workshop routines 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, grammar instruction that focuses on meaning and effect (Patterns of Power), small group instruction, and conferring].
- Model reading and writing strategies including think alouds and demonstrations for students routinely.
- Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for CTG/AI instruction.
- Provide opportunities for students to use technology, engage with digital texts and resources, to create, collaborate, and think.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
 - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

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

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:

- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
 - engage in collaborative problem-solving activities and discussions
 - use research tools such as primary and secondary sources for in depth study and relevant applications
 - analyze visuals (cartoons, maps, images) using critical thinking skills
 - access differentiated content for readiness and skill level and/or interests
 - utilize devices for self-directed learning
 - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

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

High School Content Area Standard Expectations

English Language Arts/Reading

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Ensure that students frequently engage in independent, choice reading to improve fluency and stamina.
- Utilize reading and writing routines to teach and reinforce the TEKS by routinely modeling the thinking and doing of skills:
 - Demonstrate & facilitate readers' skills through chunking of text, annotation, and modeling of active thinking.
 - Demonstrate & facilitate the writing process through planning, drafting, revising, editing, publishing, and reflection.
 - Conduct regular reading and writing conferences to offer specific, actionable, individualized feedback to monitor progress and growth.
- Create collaborative opportunities for students to clarify, solidify, or deepen their thinking.
 - Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
 - Reduce teacher talk time and allow more time for student practice and application.
- Teach sentence fluency and grammar skills via sentence imitation methods such as those incorporated in *Patterns of Power* and Killgallons' Grammar Series. Encourage application of healthy sentence patterns in writing.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and determine CTG/AI instruction.
- Utilize appropriate scaffolds to meet the unique needs of all learners.
- Provide opportunities for students to use technology to engage with digital texts and resources to create, collaborate, and think.
 - Promote digital literacy through judicious use of appropriate online resources.
 - Students should conduct research, experience digital and multi-media texts, and engage in digital assignments.

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

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
 - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

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

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;

- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:

- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
 - engage in collaborative problem-solving activities and discussions
 - use research tools such as primary and secondary sources for in depth study and relevant applications
 - analyze visuals (cartoons, maps, images) using critical thinking skills
 - access differentiated content for readiness and skill level and/or interests
 - utilize devices for self-directed learning
 - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

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