Cypress-Fairbanks Independent School District

District Improvement Plan

2019-2020

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

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

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

The Associate Superintendent of Curriculum and Instruction & Accountability, the Assistant Superintendent of Curriculum and Instruction, the Director of Elementary Curriculum, the Director of Middle School Curriculum, and the Director of High School Curriculum met with each district level content coordinator to review their department data, discuss strengths and needs, and review plans for the 2019-20 school year.

Strategies to address the areas of need are denoted in the "Goals" section of the DIP. The strategies will be evaluated three times a year in November 2019, February 2019, and June 2020.

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

- Close the achievement gap between all student groups.
- Work toward meeting state and federal STAAR performance targets.
- Provide professional development to teachers and administrators to meet the needs of a diverse student population.
- Focus on areas in which student performance dropped from 2018-19.
- Focus on meeting the needs of economically disadvantaged students and students at-risk of dropping out of school.
- Continue to increase the graduation rate and prepare students for life after high school (college/career/military readiness).

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

Student Achievement Strengths

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

In total, 203 distinction designations were earned in CFISD.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: All campuses in CFISD did not meet all campus performance objective targets in 2018-19. **Root Cause**: The need to deepen the understanding of and address specific academic needs of all student groups.

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

District Culture and Climate

District Culture and Climate Summary

Areas of need include the following:

Student Services:

- Continue to work with campus staff to decrease in-school suspension, out-of-school suspension, and discretionary DAEP placements, in an effort to increase quality first time, face-to-face instruction for all students.
- Support district wide efforts to close the disparity in discipline for African American students and students receiving special education supports.
- Support the district effort in closing achievement and behavioral gaps for all students.
- Provide strategic training for Classroom Management Consulting Teachers and attendance officers aimed at refining supports and processes provided to campus staff to improve student behavior, increase attendance, and decrease the dropout rate.
- Develop and implement research-based alternative options to out-of-school suspensions.

Cypress-Fairbanks Police Department:

- Continue to fill vacant positions for Police and Communications within the Department
- Increase the square footage of the Police Department, working with the Bond Committee to secure funds to add to the current Police Department (addressed in 2019 Bond).
- Obtain a new records management system to provide more accurate data analysis in the prevention and investigation of criminal offenses occurring at CFISD (Addressed in 2019 Bond).

District Culture and Climate Strengths

Strengths include the following:

Student Services:

- Focused on reducing disparity in numbers for minority students assigned to in-school suspension, out-of-school suspension and disciplinary alternative settings.
- Implemented restorative practices, positive behavior interventions and strategic intervention practices.
- Decreased the number of mandatory DAEP actions/placements by 72 and the number of expulsions by 41
- Administrators assigned alternative and/or restorative consequences 68% of the time when assigning discipline consequences.
- Provided research-based behavioral modification staff development training to all campus staff.

- Increased the number of PBIS campuses by 4.
- Maintained focus on dropout rate to decrease below 1%
- Implemented strategies and interventions to increase the district's overall attendance rate to 96%
- Worked collaboratively with campuses to provide training and identify almost 1,300 students for McKinney-Vento services.
- Removed barriers for enrollment and provided wrap-around services for identified students that are essential to academic performance.

Cypress-Fairbanks Police Department:

The CFPD met or exceeded the objectives set forth in the 2018-19. The department answered 58,797 calls for service, handled 398 mental health calls, conducted 609 K-9 searches, and completed 321 presentations to 15,424 participants. CFPD also met the required campus/facilities safety audits to meet state mandate in 2020.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Areas of need include the following:

Human Capital:

- Continued focus on use of technology to increase process efficiency and the use of paperless systems.
- Expansion of district-wide on-boarding and orientation for all new employees.
- Review of all human resources functions for alignment and impact of student growth.
- Systemic training for paraprofessionals and ancillary support.

Leadership Development:

Due to the increased academic needs and problem solving at many campuses a lower ratio of Assistant Superintendents to principals, especially at the elementary level to help increase our support and visibility on campuses.

Staff Quality, Recruitment, and Retention Strengths

Strengths include the following:

Human Capital:

- Full implementation of online hiring for all new employees.
- Signed a memorandum of understanding with Sam Houston State University (SHSU) to hire new SHSU teachers that have master's degrees in curriculum and instruction.
- Implemented a recruitment fair to interview and hire experienced teachers who are interested in CFISD.
- Implemented electronic submission of I-9 forms for all new employees.
- Provided human resources basic supervisory skills training for all ancillary supervisors.
- Implemented an online money collection process for badge replacement fees.
- Processed approximately 2,900 hires (excluding substitutes and temporaries)
- Processed approximately 3,000 separations
- Submitted approximately 12,000 criminal backgrounds
- Printed approximately 9,000 badges
- Processed approximately 1300 family, medical or temporary disability approvals

- Placed 247 student-teacher at campuses
- Hired 106 of the 247 student-teachers.

Leadership Development:

- Well planned and engaging professional development for all aspiring and seated leaders.
- Leadership Institutes are strong and consistent.
- Frequency of campus visits from School Leadership – all-time high in 18-19

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Areas of need include the following:

Curriculum and Instruction

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

Career and Technical Education (CTE)

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

Gifted and Talented (GT)

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

Educational Support Services:

Continue to build teacher and administrator capacity to work with the varied needs of students identified with disabilities and limited English

proficiency.

- Provide an opportunity for students to learn Spanish at the elementary level.
- Continue to work with student services and campuses to address ISS and OSS for students with significant disproportionality.

Curriculum, Instruction, and Assessment Strengths

Strengths include the following:

Curriculum and Instruction

- Monitored and assessed curriculum alignment and instruction using district-developed assessments consistently across all campuses.
- Provided specific, structured lessons and resources in iXplore to strengthen first-time instruction.
- Provided teachers with TEKS-based materials designed to ensure rigor, relevance, and engagement.
- Provided five days of content staff development to all teachers that included individual choice, content updates, pedagogy, and planning.
- Provided ongoing content staff development throughout the year to reinforce, extend, and meet "just in time" teacher needs resulting in improvement to first-time instruction.
- Partnered with Lone Star College to expand college Academy to 5 high schools (Cy Lakes, Cy Park, Cy Ridge, Cy Woods, and Langham Creek) affording students the opportunity to graduate from high school and earn an Associate's of Science degree simultaneously.
- Completed the first year of a blended learning initiative in secondary mathematics to increase engagement, differentiation, student discourse, rigor, and use of eight classroom devices.
- Facilitated a New Teacher Academy for elementary and secondary ELAR teachers to provide support and build content knowledge.
- Facilitated a District-wide PLC for elementary ELAR to share expertise and work collaboratively to improve teaching skills and academic performance of students.

Career and Technical Education (CTE)

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

Gifted and Talented (GT)

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

Educational Support Services:

- Highly qualified individuals committed to providing student support in the areas of special education, psychological, and language acquisition.
- Ability to problem solve and collaborate with campuses to better support students.
- Provide ESL classes for parents at designated campuses in Fall and Spring semesters.

Parent and Community Engagement

Parent and Community Engagement Summary

Areas of need include the following:

Communication

- Integration of strategic bond communication into comprehensive communication plan
- Restructuring and strengthening website backup procedures in order to maintain accurate and timely content
- Formalizing emergency communication procedures and backups
- Technical training for lighting and portrait photography

Community Engagement

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

Community Programs

- Continued staff development, including mentoring and shadowing opportunities, for Club Rewind and ELC staff
- Full implementation of Pre-K curriculum at ELCs
- Improvement in quality consistency of before and after school programs and ELCs
- Recruitment and retention of staff members to hire strong and maintain consistency in staffing

Cinema

- Modification of video camera configuration in the boardroom to optimize desired shots
- Develop CFISD video standards for Cinema projects and AVP Practicum students to ensure quality consistency of projects
- Develop a consistent plan for CFTV16
- Categorize and maintain a YouTube Channel to ease user navigation

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 and diversified coverage of events by two communication specialists
- Increased production from High School Journalism Network
- Improved access for campuses to essential resources (marketing, 2019 Bond, SchoolMessenger, etc.)
- Restructuring and cross-training of positions

Community Engagement

- District-wide use of #CFISDspirit marketing slogan
- Established business partner relationships and community support
- Sustained, significant fund raising for CFEF at Superintendent's Fun Run

Community Programs

- Strong leadership staff to lead each area of Community Programs
- Positive feedback from campus staff and parents regarding Club Rewind and ELC programs
- Professionalism and quality customer service with staff, students, parents and community members
- Sound practices to ensure fiscal responsibility and profitability, including the transition from ELC Eldridge to ELC Andre'

Cinema

- Improved quality of programming (CFISD360/Beyond the Score) from AVP programs
- New programs including Bond Updates and Safety and Security Series
- Partnership with the Berry Center for animation training
- Improved work flow

Title I Parent and Family Engagement:

- Numbers of parent participants in Parent Advisory Council has increased by approximately 25%
- Increased number of District PAC meetings with consistent attendance and positive capacity building

- Quality of feedback from parents has become increasingly more constructive and useful
- Multiple training's to campus staff members have been initiated and suggestions have been implemented at the campus level

District Context and Organization

District Context and Organization Summary

Areas of need include the following:

Business and Finance:

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

Support Services:

Transportation Services

1. Update existing GPS hardware for reviewing results to improve efficiencies for Transportation Services.
2. Salary review for ancillary workers.
3. Increase employee retention rate.

Nutrition Services

1. Salary review for ancillary workers.
2. Increase employee retention rate.
3. Renovation of aging facilities.

Purchasing Services

1. Additional position allocation for Contract Manager for managing the expansive district contracts.
2. Increase in training budget to allow more staff training opportunities that include the support staff.
3. Review of CFISD asset management policies and procedures.

Facilities and Construction:

- Completion of the 2014 Bond Program.

- Develop an implementation plan for projects approved in the 2019 Bond referendum.
- Salary review for Maintenance Department technicians.
- Additional Operation's staff to better align the staff to square footage ratio.
- Complete the conversion of Facilities Planning and Construction documents to digital format.
- Implement physical security measures and facilities design changes that will provide a secure and safe education environment.

District Context and Organization Strengths

Strengths include the following:

Business and Finance

- Moody's Investor Services and Standard & Poor's affirmed the District's underlying bond ratings of Aa1 and AA, respectively, with a stable outlook.
- District's operating fund balance exceeds 56% of expenditures.
- Received superior rating for the Financial Integrity Rating System of Texas (FIRST).
- Among the lowest administrative cost ratio in Gulf Coast Region and Texas.
- Lowered the debt service tax rate 1 penny in 2014 tax year and will maintain this lower debt service rate despite issuing $1.298 billion more in bonds since 2014.
- Received the certificate of achievement for excellence in financial reporting from Association of School Business Officials and Government Financial Officers Association.
- Annual financial audit did not reflect findings (clean audit).
- CFISD only district in the state to rank among top 3 by ERG as most effective and efficient district in Texas for each of the last 6 years.
- Remarketed variable rate bonds at a rate of 1.25%.
- Sold $200M Series 2018 bonds at all-in true interest cost of 3.76%.
- Passed $1.762B bond authorization with maximum of 3 penny increase to debt service tax rate.
- One of only 3 districts to earn a five-star rating from Texas Smart Schools for all eight years of the program.

Support Services:

Transportation Services

1. Increased on-time arrivals in AM to 95% and PM to 91%
2. Decrease preventable accidents per 100,000 miles.

Nutrition Services

1. Strong participation for breakfast and lunch

2. Successful implementation of evening meal services at multiple campuses
3. Successful pilot of second-chance breakfast

Purchasing Services

1. Received TASBO Purchasing Award of Merit-Recognized Status for exemplary purchasing operations.
2. The level of communication on standardized processes and procedures to the CFISD staff community has improved compared to last year, with the issuance and dissemination of regular newsletters that include pertinent purchasing information to the DLT level and support staff in purchasing related roles.
3. Increase in purchasing related staff training and certifications.

Facilities and Construction:

- Implementation of Phase V and VI of the 2014 Bond Program.
- Implementation of ARC Technology Archiving solution to collect, scan, import, organize, analyze and tag all the associated facilities information for easier access through cloud-based software and mobile applications.
- Enhanced the technology skills of Maintenance Department foremen through monthly training.
- Improved the safety training program in the Maintenance Department to reduce on the job injuries and workers compensation cost to the district.
- Expanded the use of CenterPoint Energy's Retro Commissioning Program to maximize energy efficiencies.
- Implementation of the Campus Energy Education Program (CEEP) at elementary campuses.
- Improved Operations Department protocols to strengthen standard and emergency protocols.
- Significant progress in the update of Educational Specifications; elementary, middle and high school.

Technology

Technology Summary

Areas of need include the following:

- Continue to train, fund, and find solutions to create an effective Cybersecurity awareness and risk mitigation program.

- Develop layered approach to Cybersecurity, including prevention, policy management, operations, monitoring and response, data security, application security, endpoint security, network security, and perimeter security. Implement processes to satisfy state cybersecurity requirements.

- Identify areas for efficiency in the technology asset inventory processes to provide improved accountability of equipment. Provide more training for E-Rate tracking and support, improved reporting for unaccounted assets.

- Develop strategic workforce by implementing a multi-year staffing plan. Plan will address areas of support such as the increasing demands of the state PEIMS regulatory compliance system.

- Set forth a strategic framework for managing the 2019 Bond Technology infrastructure projects that will fulfill the needs of the Long Range Planning Committee's recommendations through the year 2025, within the bond budget.

Technology Strengths

Strengths include the following:

- Implementation of the final phases of Bond 2014, including increased firewall security deployment, Phase I of relocation of VoIP core services in-house, simplified network design for core and wireless, virtualized server environment with all applications deployed, and upgrade fiber and cabling connectivity to each site.

- Life Cycle Management evaluation of the technology network infrastructure conducted to determine sustainable and operational needs to be addressed with Bond 2019.

- Sustainable technology workforce team members are strategically assigned to roles that meet the needs of the district. Cross training staff to eliminate single points of failure.

- Performance Excellence criteria measures implemented to improve customer service response time such as resolving at least 70% of received requests within the Customer Care Center team and resolving at least 50% of received requests within one day at the Customer Care Center.

- Key Departmental Processes are documented and are expanded upon as additional processes are added. Performance Excellence is evident in all areas of support, with a focus on Customer Service.

- CFISD implemented strong, measurable and publicly available practices to help ensure the privacy of student data, thereby earning the Consortium for School Network's Trusted Learning Seal (TLE). CFISD is one of seventeen districts from across the nation to receive the TLE seal.

- Developed and implemented a cybersecurity awareness program that includes information such as:
  - What Parents Need to Know About Their Student's Data
  - Who Uses Student Data
  - Student Privacy 101
  - Student Data Collection and Security Fact Sheet
  - How to Talk to Kids About Being Online

- Strong Disaster Recovery (DR) implementations through PowerSchool Disaster Recovery (DR) Cloud, Local Data Backup Processes, and Virtual Management (VM) Environment DR Services have been implemented.

- Achieve 92% data accuracy for Student Information Systems daily demographics, discipline, and PEIMS.

Priority Problem Statements

Problem Statement 1: All campuses in CFISD did not meet all campus performance objective targets in 2018-19.

Root Cause 1: The need to deepen the understanding of and address specific academic needs of all student groups.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Consolidated Grant Application: English Learners across the district are under-performing in comparison to other student groups.

Root Cause 2: 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.

Problem Statement 2 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
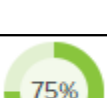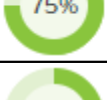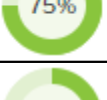
Goals

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

Performance Objective 1: Achieve or exceed state accountability standards.

Evaluation Data Source(s) 1: STAAR data and state accountability reports

Summative Evaluation 1:

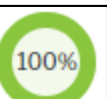| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Work with campuses to increase the rigor of instruction so that all students perform at the highest levels.	All coordinators in STAAR tested areas (ELA, math, science, and social studies)	Increase the number of students earning Meets or Masters on all state assessments by 1%.	50%	75%	100%
2) Implement the monitor schools process.	Assistant Superintendent of School Improvement and Transformation	All campuses earn an overall rating of 80 points or higher.	50%	75%	75%
3) Train campus and district administrators on the state accountability system and how all performance levels are included in the calculations.	Assistant Superintendent of District Improvement and Accountability	Increase the number of students earning Meets or Masters on all state assessments by 1%.	50%	75%	100%
4) SPECIAL EDUCATION: Continue to monitor and discuss observed instruction in Resource and ICS classrooms during coordinator meetings.	Director of Special Education	Higher student performance on STAAR and student grades in general.	50%	75%	75%
5) SPECIAL EDUCATION: Improve student outcomes by continuing to develop teachers' knowledge and implementation of Standards Based IEPs.	Director of Special Education	Increase performance on STAAR by 1%.	25%	50%	50%
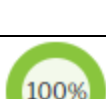
NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

100% = Accomplished   0% = No Progress   ✗ = Discontinue

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.
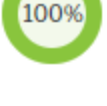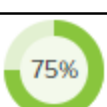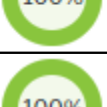
Performance Objective 2: Increase overall Approaches, Meets, and Masters performance on STAAR 3-8 and end-of-course exams while closing the achievement gap in the economically disadvantaged student group. (Note: The strategies listed below will work to meet the needs of all students including those identified students who may be at-risk for academic failure.)

   Evaluation Data Source(s) 2: STAAR data
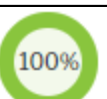
   Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) ELEMENTARY READING/ELA: Train on targeted reading instruction that allows teachers to respond to students' immediate needs day to day.	Elementary ELAR Coordinator	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
2) ELEMENTARY READING/ELA: Train on reading data review and its use in structuring reteach opportunities for struggling students.	Elementary ELAR Coordinator	Increase district-wide STAAR scores by 1% or higher.	25%	75%	100%
3) ELEMENTARY READING/ELA: Provide Literacy Academy for new ELAR teachers.	Elementary ELAR Coordinator	Increase district-wide STAAR scores by 1% or higher.	100%	100%	100%
4) ELEMENTARY READING/ELA: Provide Writing Symposium training for 4th grade teachers to deepen the teachers' understanding of the writing process, provide new and differentiated strategies, and establish practices that strengthen students' writing.	Elementary ELAR Coordinator	Increase district-wide STAAR scores by 1% or higher.	100%	100%	100%
5) ELEMENTARY READING/ELA: Provide elementary writing scoring training for all new 4th grade teachers.	Elementary ELAR Coordinator	Increase district-wide STAAR scores by 1% or higher.	100%	100%	100%
6) ELEMENTARY WRITING: Conduct action research by collaborating with and gathering input from writing teachers who had success with economically disadvantaged students. Teachers discuss and identify best practices used resulting in success for these students.	Elementary ELAR Coordinator	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
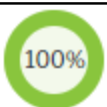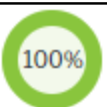
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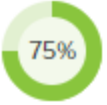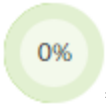| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
7) ELEMENTARY WRITING: Facilitate after school strategy rotations highlighting best practices identified in action research with successful teachers.	Elementary ELAR Coordinator	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
8) SECONDARY READING/ELA: Focus on differentiation strategies and selecting text at appropriate and increasingly complex levels during professional development and planning sessions.	Secondary ELAR Coordinators	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
9) SECONDARY READING/ELA: Analyze samples of student work at the campus to inform first-time instruction.	Secondary ELAR Coordinators	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
10) SECONDARY READING/ELA: Provide targeted professional development for new secondary English/language arts teachers.	Secondary ELAR Coordinators	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
11) SECONDARY READING/ELA: Provide ongoing training and support to deepen understanding of the new ELAR TEKS to foster vertical alignment in grades 6-12, and ensure instruction is at the appropriate level of rigor.	Secondary ELAR Coordinators	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
12) SECONDARY WRITING: Train and model how to provide actionable and differentiated feedback through individual and small group writing conferences, including writing tips and strategies to improve editing and revising.	Secondary ELAR Coordinators	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
13) SECONDARY WRITING: Conduct action research by collaborating with and gathering input from writing teachers who had success with economically disadvantaged students. Teachers discuss and identify best practices used resulting in success for these students.	Secondary ELAR Coordinators	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
14) MATH: Implement professional development focusing on math TEKS (grades K-12).	Elementary and Secondary Math Coordinators	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
15) MATH: Include EL strategies (specifically emphasizing them) in training, change teacher notes to identify more vocabulary, and add misconceptions that students may have on essential questions. Follow up with teacher training.	Elementary and Secondary Math Coordinators	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
16) MATH: Provide blended learning training to support the implementation of 8 student computers and bring your own technology in the math classroom.	Elementary and Secondary Math Coordinators	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
17) SCIENCE: Implement professional development focusing on science TEKS (grades K-12).	Elementary and Secondary Science Coordinators	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
18) SCIENCE: Include EL strategies (specifically emphasizing them) in training, change teacher notes to identify more vocabulary, and add misconceptions that students may have on essential questions. Follow up with teacher training.	Elementary and Secondary Science Coordinators	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
19) SECONDARY SCIENCE: Provide blended learning training to support the implementation of 8 student computers and bring your own technology in the math classroom.	Secondary Science Coordinator	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
20) ELEMENTARY SCIENCE: Provide opportunities in the curriculum for teachers to review previously taught concepts and work in small groups with students throughout the year. Follow up with teacher training.	Elementary Science Coordinator	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
21) SOCIAL STUDIES: Provide professional development focusing on effective reading strategies and literacy-based instruction.	Secondary Social Studies Coordinator	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
22) SOCIAL STUDIES: Provide professional development focusing on instructional strategies for EL learners; model vocabulary enrichment strategies in workshops; and use DPM/district data to determine curriculum needs.	Secondary Social Studies Coordinator	Increase district-wide STAAR scores by 1% or higher.	50%	75%	100%
23) GIFTED AND TALENTED: Provide opportunities for gifted and talented students to accelerate in areas of strength though events such as (but not limited to): HORIZONS Showcase, Destination Imagination, DaVinci Vinci Day, and campus showcases.	Participation of GT students in these programs and events	Improve programming and opportunity for GT students.	50%	100%	100%
24) HEALTH SERVICES: Provide a coordinated school health program. Collaborate with Local School Health Advisory Council (LSHAC) to review data and update/maintain the coordinated school health program. In grades K-5 students will participate in CATCH and FITNESSGRAM. In grades 6-12 students will participate in FITNESSGRAM.	Elementary and Secondary Health/PE Coordinators Director of Health Services	Campus participation in CATCH, Healthy and Wise, SPARK, and FITNESSGRAM.	25%	50%	100%

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
25) TRANSITION SERVICES: The district will support pre-kindergarten students in their transition to kindergarten by implementing full day pre-K.	Assistant Superintendent for Curriculum & Instruction Primary Coordinator Elementary Principals	Successful implementation	50%	100%	100%
26) TRANSITION SERVICES: The district will support students transitioning from 5th grade to 6th grade through curricular alignment and implementation of the "In the Middle" program on middle school campuses (pilot).	Assistant Superintendent for Curriculum & Instruction Director of Middle School Curriculum & Instruction	Increase middle school STAAR scores by 1% or higher.	100%	100%	100%
27) TRANSITION SERVICES: The district will support students transitioning from 8th grade to 9th grade through curricular alignment and with Algebra Camp.	Assistant Superintendent for Curriculum & Instruction Director of High School Curriculum & Instruction	Increase high school STAAR/EOC scores by 1% or higher.	100%	100%	100%
28) 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.	Assistant Superintendent for Curriculum & Instruction Director of Advanced Academics	Increase in number of students participating in College Academy	75%	100%	100%
29) DYSLEXIA SERVICES: The district will implement the plan for identifying, data collecting, evaluating, and developing a system to support dyslexic students.	Assistant Directors of Curriculum & Instruction	Student with the need for dyslexia services will be identified, and services will be provided.	50%	100%	100%
30) SPECIAL EDUCATION: Continue to provide in-service to help all teachers and administrators better understand the function of Specialized Instruction through google classroom.	Director of Special Education	A better understanding of specialized instruction and the flow from assessment to goals and outcomes will increase student achievement.	50%	75%	100%
31) SPECIAL EDUCATION: Continue to offer a variety of staff development opportunities to general and special education teachers focused on best practices associated with academic and behavioral needs identified in the students' IEP.	Director of Special Education	On-going staff development will be offered and teacher feedback gathered.	50%	75%	100%
32) SPECIAL EDUCATION: Set target goals to increase the passing rates for students with disabilities on STAAR.	Director of Special Education	Increase performance by 1% or higher.	50%	75%	75%

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
33) ENGLISH LEARNERS: The Curriculum and Instruction Department along with the office of English Learners will provide teacher training on the implementation of the ELPS and provide campuses with EL coaching/planning support for bilingual/ESL teachers.	Director of Curriculum and Instruction for Special Populations	Teachers will use linguistic accommodations to increase the number of students reaching meets and masters on STAAR and Advanced High on TELPAS	50%	50%	75%
34) SPANISH LEARNERS: Provide a pilot at two elementary campuses for kindergarten, first and second grade students to learn Spanish during large group rotation through Spanish Action Based Learning Lab (ABL).	Director of Curriculum and Instruction for Special Populations	Students at pilot campuses will listen, speak, read, and write in Spanish.	50%	50%	75%

100% = Accomplished   0% = No Progress   ✗ = Discontinue

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.
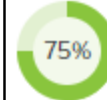
Performance Objective 3: Increase graduation rate in all student groups.

    Evaluation Data Source(s) 3: Graduation rate records

    Summative Evaluation 3:

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) The district provides the following strategies to middle school and high school students, their teachers, counselors and parents to provide information about the following: Higher education admissions and financial aid opportunities and the TEXAS grant program and the Teach for Texas grant program: - Strategies Include: College Night, Parent Nights (each grade level), 8th Grade Advisory, Sophomore Conferences, Junior Conferences, Senior Conferences, Classroom Guidance, PACE Presentations, and Financial Aid Night. The need for students to make informed curriculum choices to be prepared for success beyond high school. Strategies Include: 1. Update, revise, and facilitate annually the 8th grade Advisory curriculum on Foundation + Endorsement ensuring that the content is delivered to all 8th grade students and results in the completion of a four-year plan. 2. Facilitate annually the Junior Achievement Inspire event where 8th graders engage with business partners to experience career options in the community, learn about soft skills and job interview strategies, and explore job opportunities in each endorsement area. 3. Update, revise, and offer the PACE course (Personal, Academic, and Career Exploration) to all ninth graders as a HS transition course. Sources of information on higher education admissions and financial aid: Strategies Include: Facilitate College Application Kick Off, Financial Aid Night, College 101, and College Special Interest Night ensuring students have information regarding college admission and financial aid.	Director of Guidance and Counseling Director of High School Curriculum and Instruction Director of Middle School Curriculum and Instruction Director of Advanced Academics High school and middle school principals and counselors College and Career Specialists	Increase graduation rates by .1 to 1%. Four year plans completed for all 8th grade students. Equip all 9th grade students with information to ensure success in high school and choices beyond.	50%	100%	100%
2) COLLEGE & CAREER READINESS: Promote college and career readiness by administering Aspire 10 to all 10th graders and ACT to all 11th graders.	Director of Advanced Academics	Increase the number of underrepresented populations in upper-level course by 2%.	50%	100%	100%
3) COLLEGE & CAREER READINESS: Expand College Academy to a third cohort at Cypress Lakes, second cohorts at Cypress Park, Cypress Woods, Cypress Ridge, and Langham Creek, and first cohorts at Cypress Springs, Jersey Village, Cypress Creek, Cypress Falls, and Cy-Fair.	Director of Advanced Academics College Academy Coordinator	Students who complete 4-year College Academy program will earn an Associate degree upon graduation from high school.	50%	100%	100%

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) GRADUATION RATE: Support deficient students and those who need to pass state assessments to meet graduation requirements.	Director of High School Curriculum & Instruction Personalized Learning Recovery Specialist	Increase graduation rates by .1 to 1%	75%	75%	100%
5) 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.	Director of Career and Technical Education CTE Counselors	Increase services provided and the timeliness of services.	75%	100%	100%
6) STUDENT SERVICES: Implementation of an on-going Dropout Recovery Plan at each secondary campus.	Director of Student Services/Admissions District Attendance Officers Campus Dropout Recovery Specialist	A structured plan for dropout recovery at each secondary campus and/or an increase in entries that document recovery efforts within the Dropout Tracking System. Maintain a district dropout rate at or below 1%.	50%	100%	100%
7) STUDENT SERVICES: Identification and support for homeless students through itinerant counselors, Mission of Yahweh, T.A.P. Camp and summer school scholarships.	Assistant Superintendent for Student Services Director of Student Services/Admissions District Homeless Liaison	Time and Effort Logs for Itinerant Counselors. Academic success of students being served under the McKinney-Vento Act. Enrollment and attendance of homeless students in summer school offerings.	50%	50%	50%
8) STUDENT SERVICES: Identification and support for students in the conservatorship of the State of Texas (foster care).	Assistant Superintendent for Student Services Director of Student Services/Admissions District Foster Care Liaison	Foster care students' enrollment, attendance, and meal service Foster care students' transportation request, as needed.	50%	50%	50%

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
9) SPECIAL EDUCATION: Monitor and evaluate learning outcomes for students who receive special education services in the core content areas each nine weeks to ensure students are meeting passing standards.	Director of Special Education	Focused monitoring on the core content areas will increase the passing rates of students with disabilities in these classes.	50%	75%	75%
10) SPECIAL EDUCATION: Implement the option for grade repair for students receiving special education services at the high school level each nine weeks.	Director of Special Education	Increase graduation rates for students with disabilities by .1 to 1%.	25%	50%	75%
11) ENGLISH LEARNERS: Provide an accelerated language acquisition program at the New Arrival Centers to ensure immigrant students are receiving credit opportunities to graduate.	Director of Curriculum and Instruction for Special Populations	Increase the number of English Learners who graduate by .1 to 1%.	50%	50%	75%
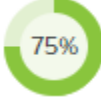
100% = Accomplished   0% = No Progress   ✗ = Discontinue

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

Performance Objective 4: Increase the number of industry certifications earned.

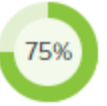   **Evaluation Data Source(s) 4:** CTE certificate data

   Summative Evaluation 4:

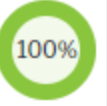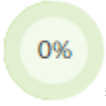| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) CAREER AND TECHNICAL EDUCATION: Work with CTE teachers, counselors, and campus administration to ensure students are prepared to take certification tests which will lead to students earning certificates. Ensure reporting of earned certificates is accurate.	Director of Career & Technical Education CTE Coordinators CTE Counselors	Increase the number of industry certifications earned by 2%. Increase accuracy of reporting.	50%	75%	75%
2) CAREER AND TECHNICAL EDUCATION: Provide training for teacher of CTE courses prepping students to take and pass industry certifications. This activity includes opportunities to increase each teacher's personal awareness and comfort level with certification objectives as well as opportunities to ensure activities related to these objectives are built into the curriculum.	Director of Career & Technical Education CTE Coordinators CTE Counselors	Increase the number of industry certifications earned by 2%.	50%	75%	75%
100% = Accomplished		0% = No Progress	✗ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

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

Evaluation Data Source(s) 5: Course enrollment data
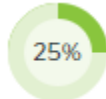
Summative Evaluation 5:
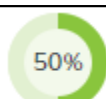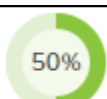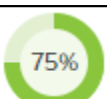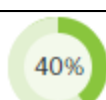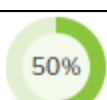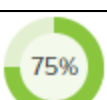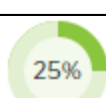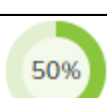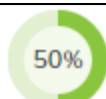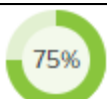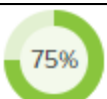
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Create a systemic process for Aspire 10 and ACT data review used to guide and direct student placement into CTE, dual credit, advanced placement, and K-level courses.	Director of High School Curriculum & instruction Director of Advanced Academics College & career specialists.	1% enrollment increase in each student group on advanced, dual, or K-level courses	50%	75%	75%
2) Increase the number of underrepresented student groups (African American, Hispanic, and economically disadvantaged) in dual credit, advanced placement, and K-level courses.	Director of High School Curriculum & instruction Director of Advanced Academics College & career specialists.	1% enrollment increase in each student group on advanced, dual, or K-level courses	50%	50%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

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

Performance Objective 6: Use federal and state funds appropriately to support the academic learning of students.
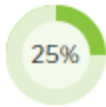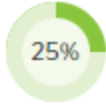
Evaluation Data Source(s) 6: STAAR, program evaluations

Summative Evaluation 6:

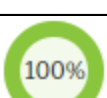| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Ensure that all students attending campuses with high percentages of children from low-income families meet challenging state academic standards. (Title I)	Director of Federal Programs and Grants	Increase STAAR scores by 1% on all campuses receiving Title I funds.	25%	50%	50%
Funding Sources: 211 - Title 1 - 3141140.00					
2) Provide staff development to elementary and secondary teachers and principals focused on content area curriculum to improve student achievement. (Title II)	Assistant Superintendent of Curriculum and Instruction	Increase the knowledge of teachers and principals in the content area curriculum.	50%	75%	100%
Funding Sources: Title II - 2659675.00					
3) Support language acquisition and academic content for English Language Learners. (Title III LEP)	Director of Curriculum and Instruction for Special Populations	Increase numbers of students making at least one year of growth on the Texas English Language Proficiency Assessment System (TELPAS) by 1%.	50%	50%	75%
Funding Sources: Title III LEP - 1502792.00					
4) Support language acquisition and academic content for immigrant students. (Title III Immigrant)	Director of Curriculum and Instruction for Special Populations	Increase numbers of students making at least one year of growth on the Texas English Language Proficiency Assessment System (TELPAS) by 1%.	40%	50%	75%
Funding Sources: Title III Immigrant - 1299274.00					
5) Provide students with a well rounded education, support safe and healthy students, and support the effective use of technology. (Title IV)	Director of Federal Programs and Grants	Increase student engagement in programs funded through Title IV by 1%, fund positions for the district's mental health team.	25%	50%	100%
Funding Sources: Title IV - 1456533.00					
6) Supplement state CTE allotment to develop more fully the academic, career, and technical skills of secondary students who elect to enroll in career and technical education programs. (Career and Technical Education Carl Perkins Grant)	Director of Career and Technical Education	Increase number of industry certificates earned by 2%.	50%	75%	75%
Funding Sources: CTE: Carl Perkins Grant - 917603.00					

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
7) Provide supplemental support for high costs needs of students with disabilities. (Individuals with Disabilities Education Act)	Director of Special Education	Students are given a free appropriate public education (FAPE).	100%	100%	100%
Funding Sources: SPED: IDEA B - 22130386.00, SPED: IDEA B Preschool - 391350.00, SPED: State Deaf - 3572050.00, SPED: IDEA B Discretionary Deaf - 197000.00, SPED: IDEA C Early Childhood Intervention Deaf - 7100.00					
8) Provide support for students in a special education program. (Special Allotment: Special Education)	Director of Special Education	Students receiving special education services meet their individualized IEP academic goals.	100%	100%	100%
Funding Sources: Special Allotment: Special Education - 105729953.00					
9) Offer additional accelerated instruction to each student who meets one or more statutory or locally-defined eligibility criteria in order to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students. (Special Allotment: Compensatory Education)	Curriculum and Instruction Staff, Alternative Learning Center Administration	Increase STAAR performance of students at-risk of not graduating by 1% and their graduation rates by .1 to 1%.	50%	75%	100%
Funding Sources: Special Allotment: Compensatory Education - 58689960.00					
10) Enable English Language Learners/Limited English Proficiency students to become competent in listening, speaking, reading and writing the English language. (Special Allotment: Bilingual Education)	Director of Curriculum and Instruction for Special Populations	At least one year's progress on TELPAS.	50%	50%	75%
Funding Sources: Special Allotment: Bilingual Education - 8921430.00					
11) Provide career and technical education programs. (Special Allotment: Career and Technology Education)	Director of Career and Technology	Increase in number of students earning industry certificates by 2%.	50%	100%	100%
Funding Sources: Special Allotment: Career and Technology Eudcatio - 35092760.00					
12) Provide support for students receiving Dyslexia services. (Special Allotment: Dyslexia)	Assistant Directors of Elementary and Secondary Curriculum & Instruction	Students will meet their individual reading level targets.	50%	75%	100%
Funding Sources: Special Allotment: Dyslexia - 1663210.00					
13) Provide full day Pre-Kindergarten. (Special Allotment: Early Education)	Director of Elementary Curriculum and Instruction	Students will enroll in full day Pre-Kindergarten and enter Kindergarten with the prerequisite skills.	50%	75%	100%
Funding Sources: Special Allotment: Pre-Kindergarten - 25885483.00					
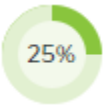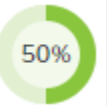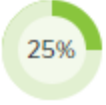
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District #101907
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NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
14) Obtain short-term and long-term educational related services through federal reimbursements or grants to help recover from a traumatic event, specifically Hurricane Harvey, in which the learning environment was disrupted for a significant length of time. (TEA SERV Grant)	Director of Federal Programs and Grants	Support students impacted by Hurricane Harvey.	25%	75%	100%
	Funding Sources: SERV Harvey Grant - 67392.00				
15) 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.	Director of Federal Programs and Grants	All federal requirements are met	25%	50%	100%
	100% = Accomplished	0% = No Progress	X = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

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

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Increase the number of students receiving face-to-face instruction by decreasing the overall number of students removed from class.	Assistant Superintendent for Student Services Director of Student Services/Elementary Director of Student Services/Secondary Classroom Management Consulting Teachers Campus staff Director of Special Education	Decrease the number students assigned to in-school suspension. Decrease the number student assigned to the DAEP for discretionary placements.	25%	50%	50%
2) Develop and implement research-based alternative options to out-of-school suspension.	Assistant Superintendent for Student Services Director of Student Services/Elementary Director of Student Services/Secondary Classroom Management Consulting Teachers Campus staff Director of Special Education	Comprehensive list of research-based strategies. Reduction in out-of-school suspensions.	0%	25%	25%
3) Provide effective attendance improvement interventions for students with 6 or more unexcused absences.	Assistant Superintendent for Student Services Director of Student Services/Admissions District Attendance Officers Campus staff	Increase the overall district attendance rate by .1% in an effort to achieve incremental growth toward the target of 96%.	25%	25%	25%

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.
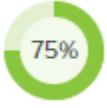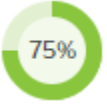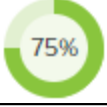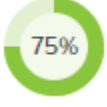
Goal 2: Safe and Healthy Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.
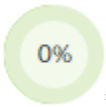
Performance Objective 2: CFISD Police Department: The CFISD Police Department is responsible for maintaining a safe and secure learning environment for all the students, staff, and visitors of CFISD. The Police Department will meet the safety and security objectives by working with other district departments in implementing the districts new comprehensive Safety and Security Plan. The Police Department will obtain the objective via the strategies listed below.

Evaluation Data Source(s) 2: Safety data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Maintain effective police K-9 program to prevent/reduce the number of illicit drugs and weapons found on campus .	Uniformed Services Lieutenants, K-9 Sergeant	Decrease number of finds of illegal and illicit drugs found at campuses across district. Reduce number of disciplinary referrals for students in possession of narcotics and/or weapons. Conduct a minimum of 425 searches during school year. Conduct a minimum 36 educational presentations during school year.	50%	75%	75%
2) Mental Health Officer Program to increase mental health awareness for students, parents, and staff. Work with Mental Health Intervention Team to accomplish objective.	Uniformed Service Lieutenants, Mental Officer Sergeant, (Command Staff Support as needed)	Improve awareness of mental health crisis with students. Increase support for students dealing with mental health issues/concerns.	50%	75%	75%
3) Provide Educational Presentations to students, staff, and parents in increase awareness of various topics including but not limited to drug awareness, gang awareness, social media dangers, etc.	Captain	Produce lessons, PowerPoints, video and handout material and deliver appropriate presentations and reach a minimum of 11,000 participants through presentations.	50%	75%	75%
4) Maintain or reduce response time to emergencies.	Communications Sergeant and Lieutenant	Improve/maintain a 6 minute or less response time to emergency calls for service within the district.	50%	75%	75%
5) Ensure compliance with Texas Education Code for safety and security of all campuses/facilities.	Director of Emergency Management	Complete a minimum of 40 safety and security audits as required by the Texas Education Code. The audits ensure compliance with maintaining campus safety plans, drills and intruder assessments for each campus.	25%	75%	75%

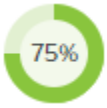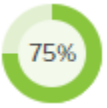**NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
6) SB 1707: Review and revise applicable local policy as necessary to ensure compliance with state law, and incorporate language into student code of conduct.	General Counsel, Chief of Police and Associate superintendent for Human Resources and Student Services.	Comply with state law requirements	100%	100%	100%

100%
= Accomplished   0% = No Progress   ✗ = Discontinue

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

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

Evaluation Data Source(s) 3: Counseling Data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Increase teacher, student, and parent awareness of issues regarding sexual abuse of children as required by HB 1041. Review curricula to identify existing instruction on this topic, and add objectives as warranted. Provide training for staff. Continue involving and informing parents via letters and internet postings.	Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors	Training provided to staff, review of curricula, and information provided to parents.	75%	75%	100%
2) Address issues related to education about the prevention of dating violence as required by HB 121. Implement board policy FFH (Local). Provide awareness education to students and parents through multiple sources (i.e. counselor information sheets, the district website, and school publications.)	Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors	Awareness education provided to students and parents.	75%	75%	100%

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
3) Ensure that the counselor's role retains focus on implementation of the Comprehensive School Counseling Program and assists students to develop the skills they need to enhance their personal, social, emotional, and career development. Address trauma resolution for students who have experienced natural disasters, health crisis, military tragedy, etc. Facilitate the campus staff's ability to detect warning signs of students who may be candidates for suicide or victims of child abuse. Address the following as needed: self-confidence, motivation to achieve, decision making, goal setting, planning, interpersonal effectiveness, effective communication skills, cross-cultural effectiveness, and responsible behavior. Recognize students displaying early warning signs and have a possible need for early mental health or substance intervention.	Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors	Training provided to staff via multiple modalities and number of students seen by the counselor.	75%	75%	100%
4) Senate Bill 11: We will train our staff on grief and trauma informed care. The district will increase the awareness of trauma informed care for staff and students. We will also provide counseling options for students affected by trauma or grief.	Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors	Training provided to staff, review of curricula, and information provided to parents.	25%	50%	50%
5) HB 18: We will train all principals on the Comprehensive School Counseling Program.	Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors	Training and supplemental documents provided.	50%	50%	50%
6) Increase involvement in P.B.I.S. and educate elementary students on post-secondary programs.	Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors	Promote a "well-being" climate by establishing multiple initiatives to promote a positive school culture.	75%	75%	100%

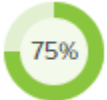**NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
7) HB 111: All staff will be trained on sexual abuse, sex trafficking, and maltreatment of children. All staff will be trained annually.	Guidance & Counseling, Director and Coordinators, campus administrators, and campus counselors	Training and supplemental documents provided.	100%	100%	100%

100% = Accomplished	0% = No Progress	✗ = Discontinue
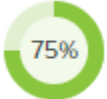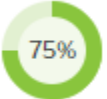
NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

Performance Objective 4: Psychological Services: Work with teachers and administrators at all campuses to support the emotional and behavioral needs of students and families.
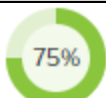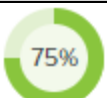
Evaluation Data Source(s) 4: Psychological Services Data

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) PSYCHOLOGICAL SERVICES: Provide emotional and behavioral supports to students with disabilities by direct intervention and by consultation to campuses and families.	Director of Psychological Services	Improved emotional and behavioral functioning in the classroom for students with disabilities.	50%	75%	75%
2) PSYCHOLOGICAL SERVICES: collaborate with other departments to support campuses in providing a safe environment for the social, behavioral, and emotional needs of students with disabilities, across all content areas.	Director of Psychological Services	Develop further strategies for providing a safe and secure school environment.	50%	75%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

Performance Objective 1: Human Capital: Implement a recruitment and staffing plan for full-day Pre-K.

    Evaluation Data Source(s) 1: Human Resources Data

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Identify recruitment needs and marketing plan.	Chief of Employee and Student Services and the Assistant Superintendent, Human Resources	100% fill rate for Pre-K staff	75%	100%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

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

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Recruit, inform, and present district leadership opportunities and information to all stakeholders. Increase the number of applications to the various leadership institutes offered by seeking continued involvement from school leaders. Add an additional institute in the series/institutes: CFISD Presenter Institute (CPI).	Associate Superintendent and Assistant Superintendents for School Leadership, Professional Learning Department, Leadership Development Continuum Committee	June, 2020	50%	75%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

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

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

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) The School Leadership team will attend national trainings and endeavors to increase and enhance our leadership capacity and equity lens. Utilizing national principal standards and trainings, add additional topics and resources to our Aspiring Administrators Institutes, Aspiring Principal Institute, and our New Principal Institute. Provide professional development on successful leadership qualities monthly at AP meetings, principal meetings, the seven leadership institutes and principal coaching meetings. A 'Be Great' initiative including School Leadership, C&I, and Student Services will provide professional development at secondary assistant principal meetings in 19-20. School Leadership will represent CFISD at state and national conferences sharing CFISD's Leadership Institute series and Principal Coaching program.	Associate and Assistant Superintendents for School Leadership Professional Learning Department Surveys are utilized at the conclusion of each month's institutes. Surveys are received from conference session participants.	August 2019-June 2020	80%	80%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		
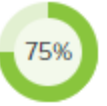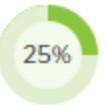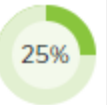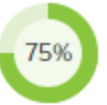
NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

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

Evaluation Data Source(s) 1: Communications data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Develop yearly project plan for communication, community engagement and cinema departments to include support of key district messages such as bond communication, safety and security initiatives, marketing campaign and district events, as well as school and department communication.	Director of Communication Director of Digital Cinema Director of Marketing & Business Relations Assistant Superintendent for Communication and Community Relations	Detailed plan for key district messaging to include timeline for message distribution, strategies to increase awareness and communication resources for department and school personnel.	50%	75%	100%
2) Develop a CFISD customer service model.	Chief of Staff Assistant Superintendent for Communication and Community Relations Others	Development of standards, training materials, and an implementation plan.	25%	25%	25%
3) Implement a comprehensive marketing plan to increase engagement and support among all CFISD stakeholders.	Director of Marketing and Business Relations	Increased campus and department initiatives to increase community awareness of the importance of a strong school district.	25%	75%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

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

Evaluation Data Source(s) 2: Community programs data

Summative Evaluation 2:
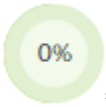
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Evaluate the quality and profitability of all programs offered in community programs.	Director of Community Programs	Sustained profitability in all programs.	25%	50%	100%
2) Evaluate the quality of staff development and curriculum in all programs offered in community programs.	Director of Community Programs	Alignment with the district's pre-K program and improved quality of curriculum.	25%	50%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

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

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

Summative Evaluation 3:

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Build capacity for family and parent engagement by ensuring effective involvement of parents and to support a partnership among the school, parents and the community to improve academic achievement. CFISD does this by the following: 1. By providing assistance to parents with understanding the State's academic standards and local assessment standards, and how to work with educators to improve their child's achievement; 2. Provide materials and training to help parents work with their child, such as literacy and technology training; 3. Educate teachers, principals and other staff with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents as equal partners; 4. As feasible, coordinate and integrate parent involvement programs and activities with other Federal, State and local programs; 5. Provide information to families in a uniform format in a language parents can understand (translations of CIPS); 6. Provide reasonable support for family engagement activities; 7. Involve parents in the development of training and evaluation of the PFE Policy for teachers, principals and other school staff. This will also identify barriers to greater participation by parents (on-line survey); 8. Provide necessary literary support to family and community engagement (mobile library); 9. Establish a district wide Parent Advisory Council and create, evaluate and distribute the District Parent Engagement Policy (PAC); 10. Provide various times and locations for PAC meeting and staff trainings with an interpreter and child care as needed.	Director of Federal Programs and Grants and Title I Curriculum Coach	1% to 5% increase in parent engagement on each Title I campus. **Funding Sources**: 211 - Title 1 - 19500.00	25%	50%	75%
2) Provide ESL classes for parents at designated district locations in the Fall and Spring semesters.	Director for Curriculum and Instruction of Special Populations	Increased numbers of parents attending the ESL classes.	50%	75%	75%

100% = Accomplished   0% = No Progress   ✗ = Discontinue

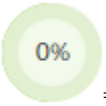**NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.**

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

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

Evaluation Data Source(s) 1: Budget Documents

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Budget developed based on Board Goal Setting Workshop and enrollment and revenue projections.	CFO and assistant superintendent of business and financial services.	Develop and adopt fiscally responsible budget to meet Board and instructional goals. General fund balance of at least 25% of operating expenditures. Maintain working long-range budget.	100%	100%	100%
2) Monitor revenues and expenditures by preparing monthly budget to actual financial reports.	CFO and assistant superintendent of business and financial services.	Revenues and expenditures are within acceptable ranges.	25%	50%	100%
3) Prepare five-year projections.	CFO and assistant superintendent of business and financial services.	Maintain working long-range budget. General fund balance of at least 25% of operating expenditures.	50%	75%	100%
4) Present quarterly budget review to BOT for approval.	CFO and assistant superintendent of business and financial services.	Develop and adopt fiscally responsible budget to meet Board and instructional goals.	25%	50%	100%
5) Monitor state legislature to anticipate issues that may affect funding.	CFO and assistant superintendent of business and financial services.	Develop and adopt fiscally responsible budget to meet Board and instructional goals.	75%	100%	100%
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

Performance Objective 2: Business and Financial Services: Facilitate bond program to support District needs.

    Evaluation Data Source(s) 2: Bond Documents

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Structure bond sales in order to meet District needs while minimizing the effect on the I&S tax rate. Provide funding for facilities, technology and program needs by selling bonds in compliance with long-range facilities assessment. Maintain underlying bond rating from major bond rating agencies to maximize resources. Monitor market and bond call dates to maximize refunding opportunities.	CFO and assistant superintendent of business and financial services.	Bond sales according to established timeline/schedule. Moody's AA1, S&P AA and Fitch AA rating. Zero to minimal impact to I&S rate based on authorization approved by voters. Refunding of bonds, if appropriate.	100%	100%	100%
	100% = Accomplished	0% = No Progress	✕ = Discontinue		
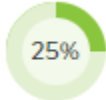
NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

Performance Objective 3: Technology Services: Develop and manage the Cybersecurity Program and Trusted Learning Environment

Evaluation Data Source(s) 3: Technology Data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Compile district information according to the 25 standards for the Trusted Learning Environment application.	Director Cybersecurity and Acquisitions	Updated information will be updated monthly to ensure efficiency of reapplication in December 2020. In addition, information will always be available for utilization and reference.	25%	50%	75%
2) Continue to enhance the Cybersecurity Awareness Program.	Director Cybersecurity and Acquisitions	Implemented program with regular phishing awareness training.	25%	50%	75%
3) Implement and utilize additional tools, such as vulnerability scanners, to continue to effectively ensure the network remains secure.	Director Cybersecurity and Acquisition	Purchase tools to enhance the scope of cybersecurity based tools utilized to provide a secure environment.	25%	50%	75%
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

Performance Objective 4: Technology Services: Maintain the district's Student Information System (SIS), Business and Financial Management System, and the Public Education Information Management Systems (PEIMS).

Evaluation Data Source(s) 4: Technology Data

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Complete eSchoolPLUS upgrade/enhancement	Director of Information Services	System upgraded 100% and fully accessible	50%	50%	50%
2) Complete eFinancePLUS upgrade/enhancement	Director of Information Services	System upgraded 100% and fully accessible	0%	50%	50%
3) Complete regulatory data submissions in a timely manner	Director of Information Services	Acceptance of submission	25%	50%	100%
	100% = Accomplished		0% = No Progress	✗ = Discontinue	
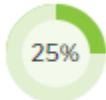
NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

Performance Objective 5: Technology Services: Maintain a state-of-the-art network infrastructure including district internet, wireless access, firewall, connectivity, network electronics, VoIP system, virtualized server environment, edge device management, acquisitions and purchasing of technology equipment and provide excellent technology customer support.

Evaluation Data Source(s) 5: Technology Data

Summative Evaluation 5:
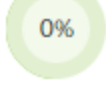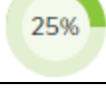
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Update and maintain core network electronics	Director of Network Infrastructure	State of the art network electronics to maintain network performance	25%	50%	75%
2) Update and maintain edge devices and campus inventory compliance	Director of Device Management and Inventory	Compliance of all devices, accurate inventory of all campus devices	0%	50%	50%
3) Improve purchasing process, licensing management, and eRate processes	Director of Cybersecurity and Acquisitions	Streamline and documented purchasing process, with accurate license management, and tracking of eRate purchases	0%	50%	50%
4) Provide good customer communications and relations	Director of Technology Support Services	Customer survey results; Achieve excellent customer satisfaction levels measured by customer surveys.	25%	50%	75%
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

Performance Objective 6: Technology Services: Set the vision for the district's technology program, create a focus on students and customers, demonstrate clear and visible organizational values and ethics, set high expectations for the workforce, and ensure performance excellence.

Evaluation Data Source(s) 6: Technology Data

Summative Evaluation 6:
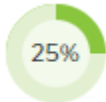
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Develop a sustainable workforce.	Leadership Team - Assistant Superintendent and Directors	Each team's workforce has the capability and capacity to provide services assigned to their team.	25%	50%	75%
2) Lay the foundation for building systematic processes in all key service areas.	Leadership Team - Assistant Superintendent and Directors	Key processes documented in each team's area.	25%	50%	50%
3) Set forth a strategic framework for managing the 2019 Bond Technology Infrastructure projects.	Assistant Superintendent	Project management teams are in place to plan monitor, and track progress for each Technology Infrastructure 2014 and 2019 Bond projects.	25%	50%	75%
4) Implement cross training with staff that are single points of failure in every team.	Leadership Team - Assistant Superintendent and Directors	Cross training plans are complete and single points of failure are eliminated.	0%	50%	50%
5) Publish a Technology Services Service Catalog	Director of Cybersecurity and Acquisitions	Better alignment of services and personnel responsible.	25%	50%	50%
100% = Accomplished 0% = No Progress ✗ = Discontinue					

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

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

    Evaluation Data Source(s) 1: Transportation data

    Summative Evaluation 1:
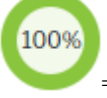
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Increase efficiencies by adjusting routes accordingly and continued standardization of unloading/loading procedures for 1st and 2nd tiered campuses.	Director of Transportation Area Directors Assist. Director, Transportation Operations Assist. Director, Transportation Systems and Finance	Increased efficiency in transportation management.	25%	50%	100%
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

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

Evaluation Data Source(s) 2: Nutrition Services Data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Work with produce vendors, USDA, and TDA to identify additional local products available. Work with Nutrition Services Marketing to promote usage and benefits of farm to school products.	Director of Nutrition Services	Increase usage of farm to school products by 10%.	25%	100%	100%
2) Work with campuses and staff to remove barriers to breakfast participation.	Director of Nutrition Services	Increase reimbursable breakfast participation by 4%.	30%	75%	75%
3) Identify additional campus and district wellness events to attend. Utilize smoothie bikes to engage students while promoting healthy movement.	Director of Nutrition Services	Promote wellness with a 5% increased participation in campus and district events.	25%	75%	75%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		
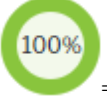
NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

Performance Objective 3: Support Services Purchasing Services: Increase the utilization of contracted vendors by CFISD schools and departments.

Evaluation Data Source(s) 3: Procurement data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Increase the usage of contracted vendors for purchases made by purchase orders by 5%.	Director of Purchasing	Comparison of PO contract data from FY19 to FY20.	25%	75%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		
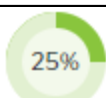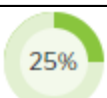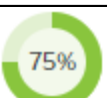
NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

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

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

    Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Implement Phase VI of the 2014 Bond Program	Assistant Superintendent of Facilities & Construction, Directors, Project managers	Substantial completion and closing out projects within budget and established timelines.	50%	50%	75%
2) Implement Phase I of the 2019 Bond Program	Assistant Superintendent of Facilities & Construction, Directors, Project managers	Final draft of the bond phasing schedule and design of Phase 1 projects.	25%	50%	100%
3) Implement new safety and security technology facility enhancements to increase student and staff safety without compromising the 21st century learning environment.	Assistant Superintendent of Facilities & Construction, Directors, Project managers	Continuous improvement of security at campuses and support buildings.	25%	25%	75%
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

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

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

Summative Evaluation 5:
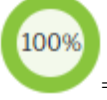
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Develop the technology skills of the Maintenance Department Foremen through monthly training sessions.	Director of Maintenance	Improved efficiency and facility support.	50%	75%	75%
2) Provide training for head custodians regarding school safety, observation and reporting.	Director of Operations	Safe school environment.	25%	50%	75%
3) Increase number of hand sanitizing stations district-wide to help reduce the spread of influenza's.	Director of Operations	Reduce student absences due to illness.	50%	100%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

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

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

Evaluation Data Source(s) 6: Energy Data

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Monitor, evaluate and adjust the elementary school CEEP program for implementation district wide at all campuses.	Director of Maintenance Energy Manager	Reduce energy usage, thereby lowering utility costs. Implementation of CEEP program at high schools and middle schools.	50%	75%	100%
2) Expand use of CenterPoint Energy's Retro Commissioning Program to maximize energy efficiencies.	Energy Manager	Maximize energy efficiencies.	50%	75%	100%
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

NOTE: The June strategy evaluation was conducted in light of the COVID-19 disruption during the spring of 2020.

State Compensatory

Personnel for District Improvement Plan:

Name	Position	Program	FTE
Various Positions			870.56 (est.)

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Updated July 2016 / MFJ

Elementary Content Area
Standard Expectations

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

Mathematics
- Model and expect students to use the 4-step Problem Solving Process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency for 10-15 minutes daily during math instruction to develop automaticity.
    - "Procedural fluency refers to knowledge of procedures, knowledge or 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 and provide hands-on experiences 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 and send them home daily in 2nd-5th grade.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- On a regular basis, an average of three times per week, integrate seven classroom Chromebooks and other student devices into the learning environment. Use the devices so that students can create, collaborate, and share their thinking.

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

Elementary Physical Education/Health (K-5)
- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity

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

Elementary Music (K- 5)
- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing instruments
- Connect singing with movements and action
- Introduce a variety of classroom rhythm and Orff instruments
- Utilize a variety of sensory modes including auditory, visual, and kinesthetic
- Design activities that allow students to demonstrate/show understanding
- Create lessons and utilize activities that develop understanding of the elements of music: rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize technology in the teaching of music
- Connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–12)
- Model and teach artistic thinking – which means being curious and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence, CFISD Curriculum Standards and copyright policies.
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including Rodeo, ATPI, TAEA and Scholastic art contests, as well as, district art contests and exhibits.
- Participate in activities and events that promote school and community involvement.

Fine Arts Department
Standard Expectations

Music (K- 5)
- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres.
- Provide music experiences through activities that include listening, movement, improvisation, and playing instruments.
- Connect singing with movements and action.
- Introduce a variety of classroom rhythm and Orff instruments.
- Utilize a variety of sensory modes including auditory, visual, and kinesthetic.
- Design activities that allow students to demonstrate/show understanding.
- Create lessons and utilize activities that develop understanding of the elements of music: rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form.
- Utilize technology in the teaching of music.
- Connect learning in music with other areas of knowledge such as math, reading, and social studies.
- Participate in activities and events that promote school and community involvement.

Visual Arts (K–12)
- Model and teach artistic thinking – which means being curious and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
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- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence, CFISD Curriculum Standards and copyright policies.
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including Rodeo, ATPI, TAEA and Scholastic art contests, as well as, district art contests and exhibits.
- Participate in activities and events that promote school and community involvement.

2019-2020 District Writing Plan

Purpose:

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

Focus: Narrative and Informational writing units

Actions:

1. **2nd - 5th grade students' samples*** will be uploaded to a specified folder and _randomly_ collected for district monitoring.

   ❏ The **samples will be collected** throughout the writing process

   ❏ **Campus administration** will read a sample (10 or more) of their grade levels District Assessments listed on the Writing Plan and fill out the feedback form.

   ❏ District personnel will read random samples and complete a feedback form for campus comparison for District Assessments and Unit Samples.

2. **2nd-5th grade teacher's sample** for modeling with specific units will be uploaded in the shared folder

   ❏ Teacher is expected to generate a piece or accomodate the district piece to model with the students during the shared writing time

3. **2nd-5th grade students' samples** with rubric explanations will be hung in every writing classroom for students - Success Criteria (Units - Personal Narrative and Informational Units)

4. **Student samples** will be _displayed_ throughout the building by grade level and _celebrated_ by campus administration - The Writing Revolution Continues!

   ❏ Campus instructional specialist will change out the samples based on unit

5. **3rd-5th Revising and editing checkpoints** will be taken by <u>every</u> campus and <u>monitored</u> by district personnel

   ❏ <u>Must</u> be given on the district designated day

   ❏ **Scanning** will be _monitored_ and **results** _shared_ with the curriculum team, Dr. Macias, and Dr. Henry

Assessment Information:

6. **2nd-5th September DPM writing samples with score point** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers) and campus admin

   ❏ Trends and patterns within the collection will be noted and feedback provided to the instructional specialist for unit planning (number of samples determined by campus)

7. **2nd-5th November DPM writing samples with score point** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers) and campus admin

   ❏ Trends and patterns within the collection will be noted and feedback provided to the instructional specialist for unit planning (number of samples determined by campus)

8. **2nd, 3rd, and 5th Grade January DPM writing samples with score point** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers) and campus admin

9. **4th Grade Benchmark writing samples with score point** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers) and campus admin

   ❏ Trends and patterns within the collective group will be noted and feedback provided to the instructional specialist for unit planning (number of samples determined by campus)

10. **2nd and 3rd April DPM writing samples with score point** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers) and campus admin

11. **4th and 5th** will have another sample upload within a specified unit (TBD)

   This is a total of four uploads for each grade level.

Training Information:

12. **All 3rd and 4th grade** LA teachers will attend an ***all day*** district training in the fall (Dates and Locations TBD)

13. **All NEW Literacy** teachers attend **Summer New Teacher Literacy Academy** in July (Dates and Locations TBD- Participants will be paid a stipend for attending)

14. All **3rd-5th LA teachers** will attend a **Writing Symposium** in the fall (Dates and Locations TBD)

15. District coaches will consult with Victoria Young about district curriculum and advise next steps

16. District will continue with POP cohorts but will include conversations about curriculum and upcoming units (Participants chosen from district data)

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

Elementary Physical Education/Health Department Standard Expectations

Elementary Physical Education/Health (K-5)

● Utilize best practices for providing skills-based instruction in elementary physical education and health

 ● Utilize best practices to achieve moderate to vigorous physical activity

● Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate

● Provide engaging instruction with the goal of promoting the development of lifelong health and fitness

● Utilize technology to encourage movement and physical activity as appropriate

● Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.

● Provide the required fitness assessments for students in grades three, four, and five

● Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

● Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres

● Provide music experiences through activities that include listening, movement, improvisation, and playing instruments

● Connect singing with movements and action

● Introduce a variety of classroom rhythm and Orff instruments

● Utilize a variety of sensory modes including auditory, visual, and kinesthetic

● Design activities that allow students to demonstrate/show understanding

● Create lessons and utilize activities that develop understanding of the elements of music: rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form

● Utilize technology in the teaching of music

● Connect learning in music with other areas of knowledge such as math, reading, and social studies

● Participate in activities and events that promote school and community involvement

Middle School Content Area
Standard Expectations

English Language Arts/Reading (Grade 6)
- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, and conferring).
- Model reading and writing strategies, techniques, and concepts for students.
- Confer with students regularly about reading and writing, and maintain records of conferences. Records and other data sources should be used to make instructional decisions and form strategy groups.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

English Language Arts/Reading (Grade 7 & 8)
- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.
- Provide organizational structures for students to collect resources, writing pieces, graded work, reading notes by using a portfolio, interactive binder, Reader/Writer notebook, etc.
- Maintain a digital writing portfolio.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

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

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

Science
- Teachers will develop science literate students by collaboratively planning instructional units that support students' development of "science expert" knowledge structures, skills and strategies by
  - spiraling content and skills from prior units of study, courses and/or disciplines;
  - making explicit connections between concepts in different units, courses and/or disciplines;
  - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
  - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop science literate students by creating and providing learning opportunities in each instructional unit that require students to
  - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
  - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
  - create physical and cognitive models and identify the strengths and limitations of those models;
  - communicate results orally or in writing; and
  - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

Social Studies

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

LOTE

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

High School Content Area
Standard Expectations

English Language Arts/Reading
- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.
- Provide organizational structures for students to collect resources, writing pieces, graded work, reading notes by using a portfolio, interactive binder, Reader/Writer notebook, etc.
- Maintain a digital writing portfolio.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

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

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

Science
- Teachers will develop science literate students by collaboratively planning instructional units that support students' development of "science expert" knowledge structures, skills and strategies by
  - spiraling content and skills from prior units of study, courses and/or disciplines;
  - making explicit connections between concepts in different units, courses and/or disciplines;
  - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
  - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop science literate students by creating and providing learning opportunities in each instructional unit that require students to
  - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
  - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
  - create physical and cognitive models and identify the strengths and limitations of those models;
  - communicate results orally or in writing; and
  - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

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

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

Secondary ELAR Curriculum Department, 6 – 12

2019-20 District Writing Plan

PURPOSE: The goal of the Secondary ELAR Department seeks to promote the interconnectedness between reading and writing via the use of imitation and mentor texts. To specifically enable the development of writing skills, we have identified the following overarching goals for 2019-2020:

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

MIDDLE SCHOOL ACTION PLAN:

I. **Implement new curriculum that aligns to new TEKS**
   A. Emphasize the reading/writing connection.
   B. Train CCIS on how to conduct planning so that the reading/writing connection is obvious to students.
   C. Integrate increased opportunities to talk and write, write and talk for target populations.

II. **Increased Campus Visits**
   A. Campus curriculum coach will support ELA 7&8 teams to support vertical alignment.
   B. Purpose of visits will be to ensure purposeful planning and thoughtful decision making regarding writing best practices.
   C. Writing across Content Areas -- students will write 2x per week in Math, Science, Social Studies, and Language Arts classes to increase student writing fluency at monitored campuses.

III. **Continue Online Writing Portfolios**
   A. Assist all campuses in the creation and management of online writing portfolios in Google Classroom or Google Sites.
   B. Assist teachers in the best ways to use the portfolio instructionally in order to increase student authorship across a variety of writing occasions.

IV. **Components of an Essay Training 2.0:** This training will provide a refresher on the components of the STAAR Writing test, how scores are calculated, a calibration of the latest scoring, and what student samples look like within each score band.
   A. Data analysis
   B. Analyze writing images by score point
   C. Address writing trends
   D. Diagnose student weaknesses
   E. Provide an Action Plan for each score point containing writing strategies designed to move the student writer to the next score point on the STAAR Rubric

V.   **Strategies for Moving the Student Writer Forward:** Share sessions will be provided for 7th grade teachers that discuss specific writing strategies to enable student writers to increase their STAAR Writing score. The sessions will be:
   A. Moving the Student Writer Toward Meets
   B. Moving the Student Writer Toward Mastery

VI.   **Essay Calibration Training:** Guided essay calibration with teachers will ensure they are assessing students' essays correctly, which will affect the feedback and strategies they choose to plan future instruction.
   A. Guided essay reading and calibration
   B. Check-in on Action Plan from Components of an Essay training
   C. Ongoing professional development on how to assess, reflect, respond to student writing and create activities that move students forward in their writing

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

HIGH SCHOOL ACTION PLAN:

I.   **Components of an Essay Training 2.0:** This training will provide a refresher on the components of the STAAR Writing test, how scores are calculated, a calibration of the latest scoring, and what student samples look like within each score band.
   A. Data analysis
   B. Analyze writing images by score point
   C. Address writing trends
   D. Diagnose student weaknesses
   E. Provide an Action Plan for each score point containing writing strategies designed to move the student writer to the next score point

II.   **Online Writing Training and Support:** Training teachers to provide differentiated writing feedback and instruction based on student weaknesses. Support will come in the form of video mini-lessons that show teachers how to implement writing strategies that address specific student writing weaknesses.

III.   **Strategies for Moving the Student Writer Forward:** Share sessions will be provided for 9th and 10th grade teachers that discuss specific writing strategies to enable student writers to increase their STAAR Writing score. The sessions will be:
   A. Moving the Student Writer Toward Meets
   B. Moving the Student Writer Toward Mastery

IV. **Instructional Cadres:** Develop expertise on each campus in a variety of writing instructional techniques, including initiatives listed in this plan.
   A. Coaches will guide teachers in crafting mini lessons that instruct students in responses to reading
   B. Coaches will guide teachers in crafting mini lessons that instruct students in strategies for writing
   C. Coaches will guide teachers in crafting mini lessons that instruct students in grammar concepts and implementation.

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

VI. **STAAR Bootcamp Symposium**
   A. Symposium Day highlighting a multitude of highly effective resources for use during "STAAR Bootcamp" -- the last two to three weeks prior to the STAAR test in April.

VII. **Summer Writing Intensive for Teachers**
   A. Design and build a Summer Writing Intensive that serves as a foundational course for all secondary ELA teachers in the how-to's of writing instruction.
   B. Summer Writing Bootcamp will be implemented in the summer of 2020.

VIII. **Advanced Academics Pipeline**
   A. Develop Advanced Academics training for 9th and 10th grade teachers so that students may self-select into AA courses in the 11th grade.
   B. Provide online support and training over the course of the year via share sessions, instructional videos, and the facilitation of vertical teams.

ENGLISH I & II WRITING REFLECTION POINTS:

A discussion protocol for reflecting on students' writing performance will be sent to teams at the time of each reflection point. Teams will be sent a brief survey to complete after each reflection point that will provide them with the option of soliciting additional instruction and support.

GRADE LEVEL	ENGLISH I	ENGLISH II
Reflection Point 1	Evidence & Support Unit Writing Portfolio Piece	Evidence & Support Unit Writing Portfolio Piece
Reflection Point 2	Expository Structure Writing Portfolio Piece	Persuasive Structure Writing Portfolio Piece
Reflection Point 3	Connections Writing Portfolio Piece	Connections Writing Portfolio Piece
Reflection Point 4	Timed Writing Portfolio Piece	Timed Writing Portfolio Piece

Fine Arts Department
Standard Expectations

Band/Choir/Orchestra (6-12)
- Utilize best practices for developing characteristic tonal concepts on a daily basis throughout the grade levels.
- Utilize best practices for teaching technique, rhythm, ensemble skills, musicianship, and music theory as appropriate for each level.
- Encourage excellence by providing multiple opportunities for the students to perform in various settings including as soloists, in small ensembles, and in large ensembles.
- Differentiate teaching strategies to meet individual student needs.
- Utilize technology including, but not limited to, metronomes, tuners, online resources, Smart Music and Charms, to reinforce and encourage excellence in performance.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- Participate in activities and events that promote school and community involvement.

Dance (9-12)
- Introduce and present dance compositions that convey thought and meaning, and encourage student discourse / discussion.
- Provide the opportunity for students to analyze and evaluate dance, and make connections to other content areas / disciplines.
- Model safe, appropriate and effective dance movements and techniques using a variety of instructional methods.
- Encourage students to create original dance movement(s) using practiced skills and techniques (individually, and/or in collaborative groups).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- Participate in activities and events that promote school and community involvement.

Theatre Arts (6-12)
- Introduce and present theatre works that convey thought and meaning, and encourage student discourse / discussion.
- Provide the opportunity for students to analyze and evaluate theatre, and make connections to other content areas / disciplines.
- Model safe, appropriate and effective theatrical techniques and applications using a variety of instructional methods.
- Encourage students to create original theatrical products demonstrating rehearsed skills and techniques (individually, and/or in collaborative groups).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- Participate in activities and events that promote school and community involvement.

Visual Arts (K–12)
- Model and teach artistic thinking – which means being curious and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence, CFISD Curriculum Standards and copyright policies.
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including Rodeo, ATPI, TAEA and Scholastic art contests, as well as, district art contests and exhibits.
- Participate in activities and events that promote school and community involvement.

DEIC 19-20	
District Level	Linda Macias
District SPAC	Emma Karko
	Maura Capper
	Lathonia Oates
	Kayla Yates
	Wendy Cain
VIPS	Jackie Sheeren
	Cyndi Matteson
	David Wallace
Business Rep(PIE)	Carla Marsh
	Damon Paul
Non-Teaching Professional	Tracy Favorite
	Susan Rodriguez
	Kyle Parson
	David Pollock
	Stacie Wicke
	Jane Balsam
	Mario Williams
	Cynthia Petrash
	Angela Akin-Fonville
	Jean Qualtrough
	Chiterria Stuckett
	Beth Keene
	Holly Post
Parent	Jeanette Scarcelli
	Laura Backs
	Martha Froebel
	Michael Rhoads
	Ashley Bass
	Maura Capper
	Connie Wilhelm
	Sandra Mazariegos
	Amy Healy
	Chessontra Thomas
	Amber Dickey
	Danielle Shoaf
Community Resident	Tony Barcelona
	Peggy Price
	Yolanda Cole
	Adebola Alabi
	Mary Blaschke
	Stacye Anderson
	Dannie Anderson
	Jan Golladay
	Patricia Bircher
	Carlos Joseph

Business Representative	Ted Hill
	Olga Maciques
	Mike Green
	April Thomson
	Joel Mosier
	Drew Stewart
	Denise Bridges
	Damon Paul
	Alex Soler

2019-2020 Teacher Representative

CAMPUS	NAME
Adam	Patricia McMahan
ALC-East	Jerry Boyd
ALC-West	Germanie James
Andre	Teronna Richard
Anthony	Lynn Kreeger
Aragon	Camille Ramirez
Arnold	Mark Taylor
Ault	Jinger Shriver
Bane	Nicole Sisco
Bang	Amanda Sims
Birkes	Emily Courcier
Black	Jean Sharp-Share
Black	Anna McMillen-Share
Bleyl	Jasmeen Larbie
Brautigam Center	Ronald Davidson
Bridgeland	Samantha Berry
Carlton Center	Christopher Lingenfelter
Campbell	Jack Chandler
Carpenter Center	Niah Sudduth
Cook	Donna Lord
Copeland	Sommer Basham
Cy-Creek	Donna Allen
Cy-Fair	Cameron Stephen
Cy-Falls	Rodney Rather
Cy-Lakes	Matthew Wells
Cy-Park	Julie West
Cy-Ranch	Christina Shively
Cy-Ridge	Chad Lanham
Cy-Springs	Tyisha Jenkins
Cy-Woods	Nikki Self
Danish	Jamine Jackson
Dean	Chad Gogan
Duryea	Christi Ivie
Emery	Abigail Russell

Emmott	Sarah Baker
Farney	Amanda Smith
Fiest	Ashley Kelly
Francone	Shanta Davis
Frazier	Sharon Gondsen
Gleason	Kim Nguyen
Goodson	Kathryn Sampson
Hemmenway	Trenae Bennett
Hairgrove	Eylen Lopez-Share
Hairgrove	Brittany Clavette- Share
Hairgrove	Brett Johnson-Share
Hamilton	Leslie Gaskin
Hancock	Tohn Hughes
Holbrook	Britnny LeBeau
Holmsley	Judy Roberts
Hoover	Sasha Perez
Hopper	Jerald Watley
Horne	Tricia Underwood
Jersey Village	Sara Winkelmann
Jowell	Mary Ellis
Kahla	Sara Lisanti
Keith	Deborah McMeekin-Garza
Kirk	Wendy Hankins
Labay	Eboni Bango
Lamkin	Molly Edwards
Langham Creek	Anita Marshall
Lee	Dolores Carter
Lieder	Angela Porter
Lowery	Teresa Rychlik
Matzke	Peter Libreros
McFee	Lolita Robinson
Metcalf	Tressia Thompson
Millsap	Jennifer Amaro
Moore	Suzanne Sanders
O. Hamilton	Eliseo Rodriguez
Owens	Malia Passmore
Pope	Elaine Waier
Post	Robyn Missall
Postma	Gwen Fontenette
Reed	Paty Hernandez
Rennell	Molly Swanson
Robinson	Nicole Palmer
Robison	Beth Smith
Salyards	Jennifer Campbell
Sampson	Jennifer Bygness
Sheridan	Leticia Kingsley
Smith	Rebecca Demski-Share

Smith	Jennifer Wallace- Share
Spillane	Dana Avery
Swenke	Ashley Simpson
Thornton	Kimberly Wilson
Tipps	Gina Reuter
Truitt	Bertha Sanchez Salinas
Walker	Sharon Quinilty
Warner	Melissa Brenstein
Watkins	Lenay Jackson
Wells	Kelly Hawkins
Willbern	Alexandra Taylor
Wilson	Latosha Martin
Woodard	Torie Lowry
Yeager	Jo Kovanda

DEIC Meeting Dates	DEIC Meeting Locations	DEIC Meeting Times
Wednesday, September 18, 2019	The Berry Center: Cypress Room	4:00 pm - 5:00 pm
Wednesday, December 11, 2019	The Berry Center: Cypress Room	4:00 pm - 5:00 pm
Tuesday, April 7, 2020	Zoom	1:00 pm -2:00 pm
Thursday, May 14, 2020	Zoom	1:00 pm -2:00 pm