

Cypress-Fairbanks Independent School District

District Improvement Plan

2023-2024



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.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

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

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

These needs apply to all state and federal funding requirements. The district prioritizes underrepresented students and consults with key stakeholders to develop strategies that address the areas of need. These strategies are denoted in the "Goals" section of the DIP and they are evaluated three times a year.

Additional areas of need include:

- **Primary:**
 - Continue to grow expertise on how all curriculum/ daily instruction is explicit and systematic (implement research from Reading Academy).
 - Grow teacher's capacity in teaching Structured Literacy (explicit phonics)
 - Grow teacher's capacity in teaching small reading groups based on reading skills and using MAP and mCLASS data
 - Grow teacher's capacity in implementing new ELAR curriculum (HMH)
 -
- **Elementary Reading/English Language Arts:**
 - Continue to grow expertise on how all curriculum/ daily instruction is explicit and systematic (implement research from Reading Academy).
 - Continue to grow teacher's capacity in teaching word-study (phonics, phonemic awareness (2nd, 3-5 Intervention, and vocabulary)
 - Continue to grow teacher's capacity in teaching grammar and mechanics (POP), revising pieces of writing, and students responding to text with evidence
- **Secondary Reading:**
 - Increase opportunities for writing about reading in reading elective classes
 - Grow pedagogical expertise of new teachers (either new-to teaching or new-to CFISD)
 - Prepare for impacts of the science of teaching reading on assessment and instruction.\
 -
- **Elementary Science:**
 - Continue to provide opportunities for students to practice new item test types in online assessments
 - Continue to provide 5E Content Specific Trainings for each unit for grades 2-5 to increase teacher content knowledge and quality of first instruction.
 - Provide opportunities to unpack new Science TEKS that will be implemented in the 2024-2025 school year.
 - Provide training on 3D Learning to prepare teachers for changes in instruction that the new Science TEKS will bring
 - Create teacher teams to provide feedback on common curriculum lessons and resources

-
- **Secondary English Language Arts:**
 - 2 campuses showed decrease at Approaches, Meets, Masters for first time testers in STAAR English I EOC
 - 6 campuses and district average showed decrease at Approaches, Meets, Masters for first time testers in STAAR English II EOC
 - Continue to grow teacher capacity/content knowledge with teachers in grades 6-12
 - Grow expertise in the new STAAR item types and testing platform
 - Provide writing calibration training for STAAR/EOC based on state released student images
 - Increase Meets and Masters level performance on STAAR for Grades 6-8
 - Increase opportunities for writing about reading and speaking and listening for Grades 6-8
 - Decrease the number of score point zeroes on extended constructed responses.
 - Continue to support campuses with the transition from paper to online assessments
 - Embed Science of Teaching Reading components where appropriate in grades 6-12.
- **Elementary Math:**
 - 21 campuses for 3rd grade showed either no growth or a decline in growth when compared to the 22 to 23 math STAAR
 - 25 campuses for 4th grade showed either no growth or a decline in growth when compared to the 22 to 23 math STAAR
 - 16 campuses for 5th grade showed either no growth or a decline in growth when compared to the 22 to 23 math STAAR
 - 11 campuses for 6th grade showed either no growth or a decline in growth when compared to the 22 to 23 math STAAR
 - Continue to grow teacher capacity/content knowledge with teachers in grades 2-6
 - Support campuses with the transition from paper to online assessments. Quality first instruction should still be concrete.
 - Grow expertise in the new STAAR item types and testing platform
 - Continue to support teachers in utilizing math manipulatives in the classroom for grades 2-6.
- **Secondary Math:**
 - 14 middle school campuses for 7th grade showed either no growth or a decline in growth for the “All” student group when compared to the 2022 math STAAR results
 - 14 middle school campuses for 7th grade showed either no growth or a decline in growth for the “Eco. Dis.” student group when compared to the 2022 math STAAR results
 - 12 middle school campuses for 8th grade showed either no growth or a decline in growth for the “All” student group when compared to the 2022 math STAAR results
 - 9 middle school campuses for 8th grade showed either no growth or a decline in growth for the “Eco. Dis.” student group when compared to the 2022 math STAAR results
 - 9 middle school campuses for Algebra I showed either no growth or a decline in growth in the “Meets” category for the “All” student group when compared to the 2022 math STAAR results
 - 15 middle school campuses for Algebra I showed either no growth or a decline in growth in the “Masters” category for the “All” student group when compared to the 2022 math STAAR results
 - 6 high school campuses showed either no growth or a decline in growth for the “All” student group when compared to the 2022 math STAAR results for first-time testers
 - Continue to grow teacher capacity/content knowledge with teachers in grades 7-8 and Algebra I through professional development trainings
 - Continue to support teachers through professional development offerings and providing resources to support growth in the “Meets” and “Masters” categories for grades 7 & 8 and Algebra I
 - Support campuses with the transition from paper to online assessments. Quality first instruction should still be concrete and will be supported by our campus coaches
 - Grow expertise in the new STAAR item types and testing platform by incorporating the new types into all middle school math and Algebra I unit tests
 - Grow expertise in the use of online graphing technology to support multiple representations of the abstract concepts in mathematics
- **Secondary Science:**
 - Increase middle school participation at the district science olympiad event and/or in a science extracurricular (e.g., You Be the Chemist)
 - Overall, a downward slide in Masters on STAAR/EOC scores
 - Purposeful differentiation of K and L level courses to incorporate more rigor
 - Increase teacher participation at district provided professional development

- **Secondary Social Studies:**

- Three Middle School campuses showed no growth and ten campuses showed a decline in Approaches for “All” in 8th grade STAAR when compared to 2022 8th grade STAAR results
- Thirteen Middle school campuses showed decline in growth for the “ED” student group in Approaches in 8th Grade U.S. History STAAR when compared with 2022 8th Grade STAAR results
- Eight High Schools declined in Meets category for “All” in 11th Grade U.S. History EOC and seven campuses declined in the Meets category for ED when compared to 2022 11th grade EOC results
- All High School campuses declined in Masters category for 11th grade U.S. History EOC from 2022 EOC results
- Continue to build Academic vocabulary capacity for Economically Disadvantaged students
- Continue to demonstrate Reading Comprehension strategies and how to build stamina in students
- Continue to provide PD on small group instruction to assist with closing learning gaps and increase academic achievement
-

- **Career and Technical Education:**

- Continue to support teachers who are facilitating certifications, providing certification content training along with strategies to increase student participation and success.
- Continue to market the importance and value of students taking advantage of all that CFISD CTE courses have to offer, such as certifications and work-study opportunities.
- Continue to find ways to attract and keep CTE teachers in the classroom, especially in fields with non-teaching occupations that are paying very well in our current economy. On a related note—continue to find ways to support long term substitutes who are filling the vacancies.
- Gifted and Talented:
- Continue to provide additional professional development opportunities for district staff on identification and assessment of students and differentiation of instruction.
- Continue to provide content strategies to meet the needs of student K – 12 students to meet increased HORIZONS placement.
- Continue to increase participation of students in underrepresented populations.
- Continue to provide content strategies for students enrolled in AP and Dual Credit courses.

- **Educational Support Services:**

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

Student Achievement Strengths

Strengths include the following:

- **Primary:**

- Created opportunities for new teachers through New Teacher Summer Literacy Academy and on-going meetings throughout the year.
- Completed Reading Academy and added research from the science of teaching reading into Kindergarten and Curriculum
- Professional Development Opportunity: Closing The Gap/Teacher Academy- Focus on Literacy aligned to Science of Teaching Reading and new curriculum (HMH) and Hands on Math/ Science activities
- Professional Development Opportunity: Focusing on Small Group Instruction and HMH alignment
- Professional Development Opportunity: Implemented the creation of overview curriculum conversation videos for teachers to guide with the implementation of new ELAR curriculum.
- Implemented a successful summer school curriculum for Camp Summit Kindergarten and First Grade focused on Science of Reading alignment utilizing decodable books in small groups and explicit Phonics instruction.
- Implemented a successful summer school curriculum for Camp Summit Kindergarten and First Grade focused on implementing STEM activities in the Enrichment part of the day.

- **Elementary Reading/English Language Arts:**

- Created opportunities for new teachers through New Teacher Summer Literacy Academy and on-going meetings throughout the year.
- Completed Reading Academy and added research from the science of teaching reading into 2nd-5th Curriculum
- Professional Development Opportunity: Extended Constructed Response Training with Scoring Guides from TEA, Foundational Time: Now What, Revising Training, Writing in Small Groups, Reading Small Groups, STAAR Super Saturday: Planning a Successful Review, and Curriculum Conversations for Every Module
- Growth in STAAR passing rates at all grade levels in all three standards
- Laid the foundation for new STAAR items and contents (writing about reading and digital reading)

- **Secondary Reading:**

- Increase in number of students passing on STAAR for students dually enrolled in a reading elective and RLA classroom.
- Created opportunities for new teachers, New Teacher Literacy Academy and New Teacher Orientation, and two Closing the Gap PDs.
- Began developing expertise with new STAAR items

- **Elementary Science:**

- Closing the Gap activities included for each science unit
- Summer Science Seminar provides adult level content knowledge training in Earth, Life and Physical Science (75 teachers attended the 3-day Seminar)
- Restructured Nature Trails lessons to align with Organisms and Environments TEKS
- All district science assessments for grades 3-6 were taken in Performance Matters while utilizing similar new STAAR question types
- Provided multiple opportunities for science content PD throughout the 22-23 school year for math teachers in grades 2-6.

- **Secondary English Language Arts:**

- Outperformed the regional and state average in gr. 6-8 STAAR RLA on constructed response items.
- Outperformed region and state average in STAAR EOC English I and II on constructed response items.
- Grade 7 STAAR RLA for SPED students, 8 out of 19 MS campuses showed growth at Meets level
- Grade 8 STAAR RLA for Emergent Bilingual students, 8 out of 19 campuses showed growth at Meets level, and 3 out of 19 showed growth at Masters
- Provided curriculum for summer school to review and preview grade level standards.
- Provided professional development for ELA teachers and teacher leaders to build teacher capacity in content and providing high quality first time instruction.
- Increased at Approaches and Meets level in STAAR EOC English I for 7 out of 12 high schools.
- Provided ongoing training for new STAAR/EOC item types and content (grammar, writing about reading, and digital test environment)
- Implemented district coaching support for AP English Language and AP English Literature teachers to increase student retention and AP score performance.

- **Elementary Math:**

- Provided multiple opportunities for math content PD throughout the 22-23 school year for math teachers in grades 2-6.
- All district math assessments for grades 3-6 were taken in Performance Matters while utilizing similar new STAAR question types
- Created Closing the Gap activities for each math unit for grades 2-6. Printed, cut out material, and sent to campuses throughout the year for each unit.
- Growth in the Math STAAR approaches category as a district for all grades 3-6 for "all".
- Growth in the Math STAAR masters category as a district for all grades 3-6 for "all".
- Growth in the Math STAAR masters category as a district for grades 4 and 6 for "all".
- Growth in the Math STAAR passing rate as a district for grades 3-6 in the "eco dis" and "SPED" populations.
- Implemented a successful summer school curriculum for grades 3-5 focused on computation skills.
- Implemented a successful summer school curriculum for grade 6
-

• Secondary Math:

- Growth in the Math STAAR “Approaches”, “Meets”, and “Masters” category as a district for grade 8 for the “All” student group
- Growth in the Math STAAR Approaches”, “Meets”, and “Masters” category as a district for grade 8 for the “Eco. Dis.” and the “SPED” student groups
- Algebra I EOC passing rate for MS Algebra I students was 100%
- Provided multiple opportunities for math content PD throughout the 22-23 school year for math teachers in grades 7 & 8 and Algebra I
- Provided STAAR resource training and materials for any teacher teaching math in grades 7 & 8 and Algebra I
- Provided district-wide data digs for all 3 DPMs and Benchmark for grade 7, grade 8 (382), and middle school Algebra I (381)
- Integrated new STAAR question formats into all unit tests and materials for grades 7& 8 and Algebra I
- Administered all district math assessments for grades 7-8 and Algebra I were taken in Performance Matters while utilizing similar new STAAR question types
- Successfully implemented a summer school curriculum for students in grade 7
- Successfully implemented Algebra Camp in summer school for students in grade 8

• Secondary Science:

- 100% of high school campuses run a Science Olympiad program
- Administered all district science assessments for grades 7-8 and Biology in Performance Matters while utilizing similar new STAAR question types
- Implementation of professional development opportunities that incorporate various learning modalities supporting high quality first time instruction and deeper student understanding
- Support science campus leaders through professional development opportunities as well as campus visits geared toward their personal growth
- Provided Vernier Probeware and labs to support 40% labs
- Continued to support an instructional framework that provided teachers with a systematic means to ensure that both teacher and student clarity is present in the science classroom through the “Clarity for Learning” playbook
- Partnership with Cy-Fair Fire Department to lead hands on fire safety training with science teachers

• Secondary Social Studies:

- Growth in Social Studies 8th grade STAAR Meets category including growth in Meets category for ED from 2022 STAAR results
- History EOC
- Growth in 11th grade U.S. History EOC in Approaches category for “All: including growth in ED Approaches category from 2022 EOC results
- Created activities that addressed multiple learning styles to assist with closing the learning gaps
- Provided professional development to address skills needed for new STAAR item types
- Embedded examples of new STAAR item types in activities for all content areas
- Integrated selected new STAAR type questions into district assessments
- Created new STAAR resource activities for 8th grade and 11th grade U.S. History

• Career and Technical Education:

- 12,146 industry certifications earned by students districtwide in 2022-23, an increase of 2846 (23%) from 2021-2022
- Added Educational Aide I certification, giving the opportunity for students in our education-related programs of study to earn the certification needed for them to be hired as a para. These are the same students that also receive a letter from our HR department that acts as an I.O.U. for an interview to teach with us once they complete that college coursework.
- Supported secondary academic summer programs by providing hands-on CTE activities to both apply learning and encourage attendance.

• Gifted and Talented:

- Offered district-wide identification to all 7278 kinder students in the district.
- 100% of campuses had an active HORIZONS program
- The GT Staff Development Cadre continued to offer courses to provide training and build capacity in classroom teachers with professional development opportunities offered throughout

the year.

- The district continued to offer professional development opportunities for the GT Staff Development cadre through attendance at TAGT conference.
- The district offered gifted and talented students opportunities for enrichment and exhibition of advanced level products through Da Vinci Day and HORIZONS Showcase.

- **Educational Support Services:**

- Communicated, collaborated and problem solved with campuses and departments to better support students in the areas of special education, mental health, dyslexia, and language acquisition.
- Provided professional development through instructional coaching and training by district personnel to all staff.
- Continued working with new special education and bilingual teachers to build their content knowledge.
- Provided staff development to special education paraprofessionals during teacher workdays.
- Collaborated with the Human Resources department to increase the hiring and retention of bilingual and special education staff.
- Created Safe and Supportive Schools Program Committee to facilitate collaboration among district leadership.

Problem Statements Identifying Student Achievement Needs

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

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

District Culture and Climate

District Culture and Climate Summary

Areas of need include:

Student Services:

Admissions

- Work with campuses to create internal audit points and self-checks to ensure that the attendance and demographic data reported to PEIMS is always accurate.
- Work with the campuses below 95% attendance rate to create core attendance teams to focus on attendance strategies for families.
- Increase the rate of attendance at each campus through a district wide initiative to redevelop strong patterns of attendance.
- Decrease the dropout rate for each campus and as a district, especially within the homeless population.
- Provide on-going training modules for registrars, attendance secretaries and administrators who support registration, dropout recovery and attendance.
- Use our team structure to strengthen the training and support to our CFISD campuses, especially as it relates to coaching for attendance and dropout prevention/recovery.
- Provide training for parents on campuses with less than 95% attendance rates.
- Continue training CFISD staff in identifying/coding and providing services for families who are experiencing homelessness and students in foster care.

Discipline

- Partner with campuses to calibrate PBIS implementation through use of the Tiered Fidelity Inventory and PBIS professional development offerings.
- Expand Well-Managed Schools participation in an effort to provide classroom staff additional tools and skills necessary to improve classroom management, decrease student misbehaviors, and increase student opportunities to receive direct instruction.
- Support Life Space Crisis Intervention training and implementation with participating staff.
- Provide focused training on de-escalating and diffusing challenging situations that traditionally lead to student removals.
- Continue to provide online and virtual training opportunities to meet staff behavior management needs.
- Lead targeted behavior training for the district's behavior coaches.

District Culture and Climate Strengths

Areas of strength include the following:

Student Services:

Admissions

- The district dropout rate continued to be lower than the rates reported for the State of Texas, Region IV and other large districts.
- The Families in Transition (FIT) Team received and reviewed 2,030 Student Residency Questionnaires (SRQ) in 2022-23, which is the instrument that most agencies use to help identify students that may be experiencing homelessness
 - The extended FIT Team along with campus personnel provided support to more than 1,550 students during the 2022-23 school year.
 - The FIT Team partnered with several departments and community sponsors to reboot TAP Spring Break Adventure Camp for 2023. This year, more than 30 students who were identified as experiencing homelessness engaged in two days of STEAM-based field trips.
 - FIT also partners with the Region IV Education Service Center to have a small number of high school students attend an inaugural College and Career Day Event. This is a special offering that was designed specifically for McKinney-Vento eligible students to explore college and career options at Blinn College and Texas

A&M University.

- The district focused on training registrars, counselors and administrators on identifying and supporting students in foster care.
 - 246 students were identified and served last year
 - Additional training and processes were created to ensure that the district is meeting the expectations outlined in the Foster Care & Student Success Guide.
- In reviewing the latest Texas Academic Performance Report (TAPR), CFISD reported 94.8% is near the rate that was reported for the State of Texas.

Discipline

- Provided tailored, research-based, behavioral professional development that included 197 trainings for over 9,426 educators.
- 579 staff were trained from 3 middle schools—Anthony MS, Bleyl MS, and Campbell MS— in Well Managed Schools and piloted implementation.
- Offered virtual professional development opportunities throughout the school year including Behavior Summits and Teacher Toolkit Trainings.
 - The fall and spring Behavioral Summits were Saturday online, live trainings that allowed participants to participate in five one-hour sessions with topics designed to enhance their classroom management skills.
 - The Teacher Toolkits were continuously provided as concise, one-hour weekly session facilitated after school hours and made available for all district staff to attend.
- Implemented PBIS at 95% of CFISD comprehensive campuses—56 elementary schools, 19 middle schools, and 9 high schools. Professional development refreshers were also offered to campuses already trained in PBIS to help campuses keep abreast of best practices.
 - Conducted on-site observations to complete the PBIS Tiered Fidelity Inventory to gauge the fidelity of campuses' implementation with targeted feedback provided to deepen their professional practice.

Parent and Community Engagement

Parent and Community Engagement Summary

Title I Parent and Family Engagement Summary

Areas of need include: Ensure that ALL parents feel well informed about how to help their child with their educational needs and are well informed of their parental rights. All parents need to be provided opportunities to participate and learn about the CNA and CIP processes as well as share their opinions and have opportunities to actively participate in their child's education. How are we going to do this? Provide assistance, support and supplemental resources to assist schools in implementing effective family and community engagement activities. Support ongoing consultation with all stakeholders regarding data review, campus needs and campus improvement planning.

Parent and Community Engagement Strengths

Title I Parent and Family Engagement Strengths








Strengths include the following: The CFISD Title I Department ensures that all compliance requirements are met including parent and family engagement activities. CFISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches residing in school attendance zones. Funds are used schoolwide with a focus on struggling learners and well rounded education. Numerous opportunities to build parent capacity are available to parents and community members at the campus level. The campus's broad approach to student and family outreach includes active, useful and frequent communication with teachers and key stakeholder groups. The district and individual campuses will continue to provide information to parents in a format and language that parents can understand. How are we going to continue this? Survey campuses and parents about what their priorities are related to PAFE (Parent and Family Engagement), explore ideas from other districts and attend PAFE professional development opportunities suggested by TEA.









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: Increase the number of campuses with an overall 80 or higher scaled score in the state accountability system. (Board Monitoring System, Goal 1, Objective 1)

Evaluation Data Sources: Accountability Reports from the Texas Education Agency









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: MONITOR SCHOOLS: Implement the Monitored Schools process.</p> <p>Strategy's Expected Result/Impact: Increase the number of campuses with an overall 80 or higher by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of School Improvement and Transformation / Campus Administration</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CURRICULUM & INSTRUCTION: Work with campuses to enhance teacher efficacy through professional development and coaching support.</p> <p>Strategy's Expected Result/Impact: Increase the number of campuses with an overall 80 or higher by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: All Coordinators and Curriculum Directors</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CURRICULUM & INSTRUCTION: Work with campuses to increase passing and promotion rates. Provide teachers with resources and support to differentiate and accelerate instruction for students as appropriate.</p> <p>Strategy's Expected Result/Impact: Increase the number of campuses with an overall 80 or higher by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: All Coordinators and Curriculum Directors</p>	Formative		
	Nov	Feb	May
			










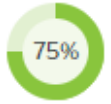
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SPECIAL EDUCATION: : Improve and continue collaboration with general education coordinators and coaches to support implementation of curriculum accommodations.</p> <p>Strategy's Expected Result/Impact: Increase the number of campuses with an overall 80 or higher by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: EMERGENT BILINGUAL: Continue collaboration with general education coordinators and coaches to provide instructional coaching on ELPS implementation and linguistic accommodations.</p> <p>Strategy's Expected Result/Impact: Increase the number of campuses with an overall 80 or higher by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			


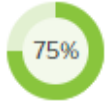

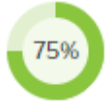






Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.


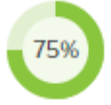

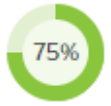

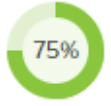

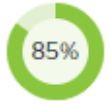


Performance Objective 2: Increase overall Approaches, Meets, and Masters performance levels on STAAR 3-8 and End-of-Course (EOC) exams. (Note: The strategies listed below will work to meet the needs of all students including those identified students who may be at-risk for academic failure.) (Board Monitoring System, Goal 1, Objective 2)


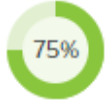




Evaluation Data Sources: Accountability reports from the Texas Education Agency with data disaggregated by student groups.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ELEMENTARY READING/ELA: District 2nd-5th ELAR coaches will provide "Curriculum Conversations" for each Module that identifies and explains the focus TEKS, lessons, resources, and performance outcomes for each Module</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: ELEMENTARY READING/ELA: The District 2nd-5th ELAR Curriculum Department will provide professional development in the areas of Revising, STAAR Redesign with emphasis on the ECR, Writing in Small Groups, Small Group Reading Instruction with Decodable Text, Reading Small Groups for Older Striving Readers, and Foundational Skills to support campus teachers, literacy specialists, and campus content instructional specialists.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SECONDARY READING/ELA: Provide campus support for teachers, campus instructional specialists, and ELAR teacher leaders.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinator and Secondary Reading Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SECONDARY READING/ELA: Implement professional development focusing on Secondary Reading or Secondary English/ Language Arts TEKS and content knowledge for grades 6-12. with a focus on writing about reading, constructed responses, and listening and speaking.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinator and Secondary Reading Coordinator</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SECONDARY READING/ELA: The HS ELAR Curriculum Team will provide curriculum resources and professional development to build teacher capacity in addressing the needs of advanced learners who are identified as economically disadvantaged.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year. Increase participation and performance rates for AP English Lang and AP English Lit from prior year.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: ELEMENTARY MATH: Implement professional development focusing on math TEKS and content knowledge for grades 2-5.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: ELEMENTARY MATH: Provide campus support for teachers, interventionists, and instructional specialists.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: SECONDARY MATH : Implement professional development focusing on math TEKS and content knowledge for grades 6-12. Providing campus support for teachers, interventionists, and campus content instructional specialists.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator Secondary Math Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: ELEMENTARY SCIENCE: Provide Professional Learning opportunities for each unit of study to build teacher content knowledge, upack TEKS and increase the quality of first instruction.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary Science Coordinator</p>	Formative		
	Nov	Feb	May
			

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: ELEMENTARY SCIENCE: Provide opportunities in the curriculum for teachers to review previously taught concepts and work in small groups with students throughout the year. Provide Professional Learning sessions once a 9 weeks to support teachers in planning opportunities to review the previous 9 weeks concepts.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary Science Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: SECONDARY SCIENCE: Facilitate ongoing and sustained professional development focusing on science TEKS and content knowledge for grades 7-12. Provide campus coaching support for teachers, team leaders, and campus content instructional specialists instructional coaches.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary Science Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: SECONDARY SOCIAL STUDIES: Implement professional development focusing on Social Studies TEKS and content knowledge for grades 6-12. Provide campus support for teachers and campus content instructional specialists.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary Social Studies Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: GIFTED AND TALENTED: Provide opportunities for gifted and talented students to accelerate in areas of strength through participation in events (including but not limited to) HORIZONS Showcase, Destination Imagination, Da Vinci Day, and district, campus, and community showcases.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
			
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: HEALTH SERVICES: Provide a coordinated school health program. Collaborate with Local School Health Advisory Council (LSHAC) to review data and update/maintain the coordinated school health program. In grades K-5, students will participate in CATCH. Students receiving physical education credit in grades 3-12 participate in the FITNESSGRAM fitness assessment.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary & Secondary Health/PE Coordinator Director of Health Services</p>	Formative		
	Nov	Feb	May
			









Strategy 15 Details	Formative Reviews		
<p>Strategy 15: TRANSITION SERVICES: The district will support pre-kindergarten students in their transition to kindergarten by implementing full day Pre-K.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Elementary Curriculum & Instruction Primary Coordinator Elementary Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 16 Details	Formative Reviews		
<p>Strategy 16: TRANSITION SERVICES: The district will support students transitioning from 5th grade to 6th grade through curricular alignment and timely middle school information to 5th grade families.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Middle School Curriculum & Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 17 Details	Formative Reviews		
<p>Strategy 17: TRANSITION SERVICES: The district will support students transitioning from 8th to 9th grade through curricular alignment and by offering Algebra Camp</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of High School Curriculum & Instruction Secondary Math Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 18 Details	Formative Reviews		
<p>Strategy 18: TRANSITION SERVICES: The district will support students transitioning from high school to post-secondary education through the placement of college and career specialists on high school campuses and expansion of College Academy.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Advanced Academics High School Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 19 Details	Formative Reviews		
<p>Strategy 19: SPECIAL EDUCATION: Staff will monitor and analyze assessment results to identify targeted skill areas for improvement and provide appropriate instructional interventions specific to the student.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			


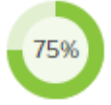




Strategy 20 Details	Formative Reviews		
<p>Strategy 20: EMERGENT BILINGUALS and SPECIAL EDUCATION: Provide instructional coaching to targeted teachers of emergent bilingual students and teachers of students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations Director of Special Education</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 College, Career, and Military Readiness (CCMR) (Board Monitoring System, Goal 1, Objective 3)

Evaluation Data Sources: Texas Academic Performance Report (TAPR) from the Texas Education Agency with data disaggregated by student groups and CCMR indicator.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CAREER AND TECHNICAL EDUCATION: The district will provide data supports, allowing campuses to identify and support students who have not met any CCMR indicators, but who are sitting in a CTE course that facilitates a certification that will satisfy CCMR.</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: ADVANCED ACADEMICS: The district will provide an opportunity for students to have access to high-quality pathways to career and college through completion of the associate degree in high school.</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ADVANCED ACADEMICS: The district will provide an opportunity for students to access courses of advanced rigor which may earn college level credit through enrollment in Dual Credit or Advanced Placement courses.</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: ADVANCED ACADEMICS: The district will provide an opportunity of the FAST award for economically disadvantaged students to complete dual credit courses at no cost.</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
			










Strategy 5 Details	Formative Reviews		
<p>Strategy 5: ADVANCED ACADEMICS: The district will provide an opportunity for students to prepare to be college ready by enrollment in the CARE Academy which offers special college prep courses in English and Math to permit eligible students to enroll directly in college courses with requiring test scores for placement.</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			











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 graduation rate. (Board Monitoring System, Goal 1, Objective 4)

Evaluation Data Sources: Graduation rate data

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





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CAREER AND TECHNICAL EDUCATION: Provide pregnancy related services (PRS) to eligible students to reduce absences and increase high school completion.</p> <ol style="list-style-type: none"> 1. Complete "intake" process within 48 hours of notification of pregnancy. 2. Begin on-campus services such as counseling and teen parenting classes involving special education staff as applicable. 3. Coordinate with students' teachers to prepare materials for home bound instruction, including access to textbooks and/or alternatives for courses difficult to duplicate in a home environment. 4. Notify CEHI staff of actual delivery date or if CEHI is needed before then due to prenatal issues. 5. Complete instruction in courses during home bound period and report attendance and grades to campus staff. 6. Ensure PEIMS coding accurately reflects the period of PRS. <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement. Staff Responsible for Monitoring: Director of Career & Technical Education CTE Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: STUDENT SERVICES: Implementation of an ongoing Dropout Recovery Process/Plan at every secondary campus.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement. Staff Responsible for Monitoring: Assistant Superintendent of Student Services Directors of Student Services/Admissions District Attendance Officers Campus-designated Dropout Recovery Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: STUDENT SERVICES: Identification and support for students experiencing homelessness through transportation services, temporary workers, tutoring and other efforts that serve to eliminate academic barriers.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement. Staff Responsible for Monitoring: Assistant Superintendent of Student Services Directors of Student Services/Admissions District Homeless Liaison EASE Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: STUDENT SERVICES: Identification and support for students in the conservatorship of the State of Texas (foster care) through transportation services and other efforts that serve to eliminate academic barriers.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement. Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Admissions and Foster Care Liaison EASE Counselors</p>	Formative		
	Nov	Feb	May
			











Strategy 7 Details	Formative Reviews		
<p>Strategy 7: SPECIAL EDUCATION: Monitor and evaluate to ensure students are meeting passing standards and evaluate the need for grade repair and extra tutorials to ensure student graduation.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: EMERGENT BILINGUALS: Provide instructional coaching for teachers on strategies to support beginner and intermediate Emergent Bilingual students to ensure student graduation.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: COUNSELING: The district implements the following related to higher education admissions and financial aid to support middle school and high school students, teachers, counselors and parents:</p> <ul style="list-style-type: none"> Higher education admissions and financial aid opportunities TEXAS grant program and the Teach for Texas grant program College night Parent night (each grade level) 8th grade guidance program Sophomore conference Junior conferences Senior conferences Classroom guidance Financial aid night Use of the career exploration tool Xello Facilitate Funding your Future College knowledge week Facilitate Finding your Future <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement.</p> <p>Staff Responsible for Monitoring: Director of Guidance and Counseling</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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

Performance Objective 5: Increase kindergarten, first grade, and second grade reading performance. (Board Monitoring System, Goal 1, Objective 5)

Evaluation Data Sources: MAP (RIT score and observed growth) and MClass (Composite Score) with data disaggregated by student groups







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ELEMENTARY READING/ELA: District K-2nd PRIMARY/ELAR coaches will provide "Curriculum Conversations" for each Module that identifies and explains the focus TEKS, lessons, resources, and performance outcomes for each Module.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, 90% of students tested at the beginning, middle, and end of year will meet their projected EOY RIT score, show observed growth, or show growth on their mCLASS EOY composite score.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Elementary Curriculum & Instruction Primary Coordinator Elementary ELAR Coordinator Elementary C & I Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: ELEMENTARY READING/ELA: The District K-2nd PRIMARY/ELAR Curriculum Department will provide professional development in the areas of Small Group Reading Instruction with Decodable Text and Foundational Skills to support campus teachers, literacy specialists, and campus content instructional specialists.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, 90% of students tested at the beginning, middle, and end of year will meet their projected EOY RIT score, show observed growth, or show growth on their mCLASS EOY composite score.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Elementary Curriculum & Instruction Primary Coordinator Elementary ELAR Coordinator Elementary C & I Coordinator</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ELEMENTARY READING/ELA: The District K-2nd PRIMARY/ELAR Curriculum Department implemented a new foundational skills program, Structured Literacy, into our Reading Language Arts Block.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, 90% of students tested at the beginning, middle, and end of year will meet their projected EOY RIT score, show observed growth, or show growth on their mCLASS EOY composite score.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Elementary Curriculum & Instruction Primary Coordinator Elementary ELAR Coordinator Elementary C & I Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: ELEMENTARY READING/ELA: The District K-2nd PRIMARY/ELAR Curriculum Department increased Foundational Skills time from 30 minutes to 45 minutes in Kindergarten and First, and from 20 minutes to 30 minutes in 2nd grade to allow ample time to explicitly teach foundational TEKS.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, 90% of students tested at the beginning, middle, and end of year will meet their projected EOY RIT score, show observed growth, or show growth on their mCLASS EOY composite score.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Elementary Curriculum & Instruction Primary Coordinator Elementary ELAR Coordinator Elementary C & I Coordinator</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 6: Increase overall kindergarten, first grade, and second grade mathematics performance. (Board Monitoring System, Goal 1, Objective 6)







Evaluation Data Sources: Course enrollment data
MAP (RIT score and observed growth)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ELEMENTARY MATH: The District Math Curriculum Department will provide professional development in the areas of Small Group Instruction and content to support campus teachers, math intervention, and campus content instructional specialists.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, 90% of students tested at the beginning, middle, and end of year will meet their projected EOY RIT score or show observed growth.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Elementary Curriculum & Instruction Primary Coordinator Elementary Math Coordinator Elementary C & I Coordinator</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 7: Collect participation data on campus co-and-extracurricular activities (Board Monitoring System, Goal 1, Objective 7)

Evaluation Data Sources: Technology data

Strategy 1 Details	Formative Reviews		
Strategy 1: DISTRICT IMPROVEMENT AND ACCOUNTABILITY: Develop and pilot a tool for collecting co-and-extracurricular data. Strategy's Expected Result/Impact: Increased student attendance and graduation rate. Staff Responsible for Monitoring: Assistant Superintendent of District Improvement and Accountability	Formative		
	Nov	Feb	May
	 25%	 40%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 8: Ensure students have seamless access to digital resources necessary to support a 24x7 learning environment. (Board Monitoring System, Goal 1, Objective 8)




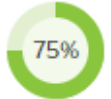




Evaluation Data Sources: Technology data






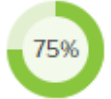




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: TECHNOLOGY SERVICES: Replace staff and student devices based on criteria such as performance, mobility, security, stability, vendor support, and district standard replacement schedule.</p> <p>Strategy's Expected Result/Impact: Provide reliable device experience</p> <p>Staff Responsible for Monitoring: Director of Device Imaging and Inventory</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: TECHNOLOGY SERVICES: Maintain and monitor connectivity to online instructional and business resources.</p> <p>Strategy's Expected Result/Impact: Provide seamless connectivity to digital resources</p> <p>Staff Responsible for Monitoring: Director of Network Infrastructure and Communications</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: TECHNOLOGY SERVICES: Maintain substantial internet capacity from multiple service providers.</p> <p>Strategy's Expected Result/Impact: Provide substantial internet capacity</p> <p>Staff Responsible for Monitoring: Director of Network Infrastructure and Communications</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			











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

Performance Objective 9: Use federal and state funds (supplemental) appropriately to support the academic learning of students.

Evaluation Data Sources: STAAR, program evaluations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure that all students attending campuses with high percentages of children from low-income families meet challenging state academic standards. (Title I)</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide staff development to elementary and secondary teachers and principals focused on content area curriculum to improve student achievement. (Title II)</p> <p>Strategy's Expected Result/Impact: Increase the knowledge of teachers and principals in the content area curriculum.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Support language acquisition and academic content for students identified as Emergent Bilingual. (Title III)</p> <p>Strategy's Expected Result/Impact: Increase the number of students making at least one year of growth on the Texas English Language Proficiency Assessment System (TELPAS) by 1%.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide students (prioritizing underrepresented) with a well-rounded education, support safe and healthy students, and support the effective use of technology. (Title IV)</p> <p>Strategy's Expected Result/Impact: Increase student engagement (as a result achievement) in supplemental programs funded through Title IV by 1%, and fund positions for the district's mental health team.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Supplement state CTE allotment to develop more fully the academic, career, and technical skills of secondary students who elect to enroll in career and technical education programs. (Career and Technical Education Carl Perkins Grant)</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide supplemental support for the high-cost needs of students with disabilities. (Individuals with Disabilities Education Act)</p> <p>Strategy's Expected Result/Impact: Meet the needs of the individual students.</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide support for students in a special education program. (Special Allotment: Special Education)</p> <p>Strategy's Expected Result/Impact: Students receiving special education services meet their individualized IEP academic goals.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Enable Emergent Bilingual students to become competent in listening, speaking, reading, and writing in the English language. (Special Allotment: Bilingual Education)</p> <p>Strategy's Expected Result/Impact: At least one year's progress on TELPAS</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide career and technical education programs. (Special Allotment: Career and Technology Education)</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Career and Technology</p>	Formative		
	Nov	Feb	May
			

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide support for students receiving Dyslexia services. (Special Allotment: Dyslexia)</p> <p>Strategy's Expected Result/Impact: Students will meet their reading target</p> <p>Staff Responsible for Monitoring: Director of Dyslexia</p>	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide full day Pre-Kindergarten. (Special Allotment: Early Education)</p> <p>Strategy's Expected Result/Impact: Students will enroll in full day Pre-Kindergarten and enter Kindergarten with the prerequisite skills</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Based on AID (LEGAL) the district provides the following assurances in the District Improvement Plan:</p> <ol style="list-style-type: none"> 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. <p>Strategy's Expected Result/Impact: All federal requirements are met</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p>	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: ESSER I, ESSER II, and ESSER III: Help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students.</p> <p>Strategy's Expected Result/Impact: Reduce COVID-10 positivity rates. Work toward eliminating the achievement gap caused by COVID-19 and enable students to meet state and federal accountability targets.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants Director of Finance</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 10: Special Allotment: Compensatory Education: Reduce any disparity between (1) students who are educationally disadvantaged and students who are not educationally disadvantages, and (2) students at-risk of dropping out of school as defined by TEC 29.081, and all other students on (a) performance on state assessments, and (b) rates of high school completion (graduation rates) by offering additional accelerated instruction and supplemental interventions to each student who meets one or more statutory or locally-defined eligibility criteria.



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






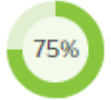

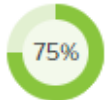


Local Policy: The district's School Board has adopted local eligibility criteria for at-risk student identification (Board Policy EHBC (LOCAL)). In accordance with Education Code 29.081(g), effective July 1, 2017, the following local at-risk criteria have been established to extend by ten percent the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









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

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

Evaluation Data Sources: High School Completion Rates
STAAR data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Small Group Reading Intervention (SGRI-1st Grade): Provide reading intervention materials and training for SGRI teachers, curriculum-aligned resources to campuses, and targeted professional development for teachers.</p> <p>Strategy's Expected Result/Impact: Increased student reading performance</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator</p>	Formative		
	Nov	Feb	May
			








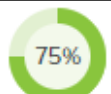

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Supplemental Language Arts (Grades 2-5): Provide tutors for accelerated instruction, supplemental curriculum, curriculum-aligned resources to campuses, and professional development for coaches and teachers</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Coordinator for Elementary ELAR</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Supplemental Language Arts (Grade 6): Provide materials to support accelerated instruction, curriculum-aligned resources for campuses, curriculum development for intervention classes, and materials and fees for professional development for teachers and coaches.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary Reading Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Supplemental Language Arts (Grades 7-12): Provide resources and activities for accelerated instruction and "Closing the Gap" activities/resources/supplies for teachers to use with students; materials/supplies to support STAAR or EOC review initiatives on campuses; reading materials (books) to support reading scaffolds; writing calibration training and materials; and curriculum activities/resources/supplies for summer school programs.</p> <p>Strategy's Expected Result/Impact: Increase EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary ELA Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Supplemental Math (Grades 2-6): Provide tutors for accelerated instruction, curriculum-aligned resources to campuses, targeted professional development for teachers, provide "Closing the Gap" activities/resources/supplies for teachers to use with students in accelerated instruction (including temporary workers to prepare the activities/resources), supplies to support engaging activities in math, materials/supplies to support STAAR review initiatives on campuses, materials for professional development for teachers, and curriculum activities/resources/supplies for summer school programs.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Coordinator for Elementary Math</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Supplemental Math (Grades 7-12): Provide campus tutors for accelerated instruction, "Closing the Gap" activities/resources/supplies for teachers to use with students in accelerated instruction (including temporary workers to prepare the activities/resources), supplies to support engaging activities in math/algebra lab, materials/supplies to support STAAR review initiatives on campuses, materials for professional development for teachers, and curriculum activities/resources/supplies for summer school programs.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Math Coordinator 7-12</p>	Formative		
	Nov	Feb	May
			









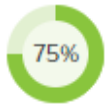




Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Supplemental Science (Grades 2-6): Provide tutors for accelerated instruction, after-school science camps, STAAR review resources, and curriculum-aligned resources to campuses.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Coordinator for Elementary Science</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Summer School Math and Reading Camp (middle school): Provide additional math and reading instruction during the summer to build and strengthen students' academic foundation and prepare for upcoming coursework in a new school year.</p> <p>Strategy's Expected Result/Impact: 90% of students attending will attend at least eight days and earn credit to pass math or reading</p> <p>Staff Responsible for Monitoring: Director of Middle School Curriculum and Instruction</p>	Formative		
	Nov	Feb	May
	N/A	N/A	
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Apartment Tutoring Program: Provide academic after-school tutoring and instructional resources for at-risk students at a local apartment complex.</p> <p>Strategy's Expected Result/Impact: Close the gap by at least 5 points between emergent bilingual and non-emergent bilingual STAAR reading, math, science, and social studies</p> <p>Staff Responsible for Monitoring: Director, Curriculum and Instruction Special Populations</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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

Performance Objective 1: Implement the Safe and Supportive Schools Plan (Board Monitoring System, Goal 2, Objective 1)

Evaluation Data Sources: Comprehensive report on the implementation of the Safe and Supportive Schools Plan










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Ensure that the Cy-Fair Tipline submissions are reviewed, prioritized, addressed, and closed as needed.</p> <p>Strategy's Expected Result/Impact: 100% of all tips are closed within 10 school days</p> <p>Staff Responsible for Monitoring: Emergency Management</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Ensure that the Safe School Checks are being performed by officers at every elementary campus and early learning center.</p> <p>Strategy's Expected Result/Impact: Every elementary campus and early learning center is visited a minimum of 2 times per day by CFPD</p> <p>Staff Responsible for Monitoring: Police Department</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the completion metal detector and K9 searches.</p> <p>Strategy's Expected Result/Impact: 100% of campuses complete the required metal detector searches</p> <p>Staff Responsible for Monitoring: Emergency Management and Police Department</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the completion of all exterior door sweep audits.</p> <p>Strategy's Expected Result/Impact: 100% of campuses complete the required weekly door sweep audits</p> <p>Staff Responsible for Monitoring: Emergency Management and Police Department</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Ensure that reported terroristic threats are being investigated through a behavioral threat assessment process. (Behavioral Threat Assessment & Management)</p> <p>Strategy's Expected Result/Impact: Each terroristic threat (according to COC disciplinary tracking) will be linked to a parallel threat assessment investigation</p> <p>Staff Responsible for Monitoring: MHIT Psychologists, Student Services</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Continue to monitor implementation of Bringing Out the Best (Character Education) Lessons to ensure they are meeting the needs of teachers and students.</p> <p>Strategy's Expected Result/Impact: To ensure engaging and relevant lessons</p> <p>Staff Responsible for Monitoring: Guidance and Counseling, School Leadership</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Mental Health Intervention Team will support district staff members in the intervention of student and staff mental health crises</p> <p>Strategy's Expected Result/Impact: MHIT will directly support 100% of district campuses (as requested), as indicated via MHIT response data log</p> <p>Staff Responsible for Monitoring: MHIT Psychologists</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Substance Use Awareness & Prevention Program: Implement district-wide awareness and prevention programs.</p> <p>Strategy's Expected Result/Impact: Each secondary campus implements two substance use awareness and prevention lessons per year.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: Continue to pilot a research-based schoolwide behavioral support system at 10 CFISD campuses. (Board Monitoring System, Goal 2, Objective 2)









Evaluation Data Sources: Training roster for campuses implementing the research-based schoolwide behavioral support system. Annual report on the progress of the Well-Managed Schools program

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

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

Performance Objective 3: Implementation of the Positive Behavior Intervention and Support (PBIS) process or other research-based schoolwide behavioral support system at all CFISD campuses. (Board Monitoring System, Goal 2, Objective 3)

Evaluation Data Sources: Roster of campuses utilizing PBIS or another research-based schoolwide behavioral support system
Survey data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: STUDENT SERVICES: Provide support for the PBIS process or other behavioral support systems at all CFISD campuses. Strategy's Expected Result/Impact: 100% of CFISD campuses will implement a schoolwide behavior support system Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Discipline Classroom Management Consulting Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: STUDENT SERVICES: Implementation of a district-wide plan to address patterns of non-attendance/truant behavior at all CFISD campuses. Strategy's Expected Result/Impact: Increase the district attendance rate by .1% to achieve measurable growth toward the target of 95% Staff Responsible for Monitoring: Assistant Superintendent of Student Services Directors of Student Services/Admissions District Attendance Officers</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: Expand measures to protect sensitive and confidential data and maintain cybersecurity readiness. (Board Monitoring System, Goal 2, Objective 4)







Evaluation Data Sources: Technology data








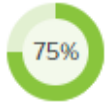

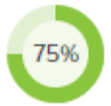



Strategy 1 Details	Formative Reviews		
<p>Strategy 1: TECHNOLOGY SERVICES: Maintain the Trusted Learning Environment (TLE) seal of distinction by providing evidence of how the district's data privacy practices have improved.</p> <p>Strategy's Expected Result/Impact: Provide multiple security controls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











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

Performance Objective 5: Provide guidance and counseling to students that meet the needs of all students including those receiving special services.

Evaluation Data Sources: Counseling Data

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







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

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: GUIDANCE AND COUNSELING: SB 9: The district will promptly notify the parent of the alleged victim or alleged perpetrator who has experienced prohibited conduct when the allegations, if proven, will constitute a violation as defined by policy FFH.</p> <p>Strategy's Expected Result/Impact: Awareness education provided to students and parents</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: GUIDANCE AND COUNSELING: SB 9: Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH (LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.</p> <p>Strategy's Expected Result/Impact: Training provided to staff and students. Information is provided to parents via district website</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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







Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES: Provide School Leadership and campus leadership with teacher and leadership demographic data.</p> <p>Strategy's Expected Result/Impact: Work collaboratively with school leadership to implement the recruitment plan in appropriate stages as determined by the review and evaluation.</p> <p>Staff Responsible for Monitoring: Human Resources Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 2: Provide a competitive compensation package for all employees. (Board Monitoring System, Goal 3, Objective 2)









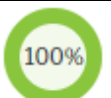
Evaluation Data Sources: Human Resources Data







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES AND BUSINESS AND FINANCE: Monitor salary schedules from surrounding districts in Region 4. Strategy's Expected Result/Impact: Provide a competitive compensation package for all employees. Staff Responsible for Monitoring: Human Resources Compensation Team and Business and Finance</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 3: Increase the substitute teacher fill rate for vacancy and non-vacancy teacher absence assignments. (Board Monitoring System, Goal 3, Objective 3)

Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES: Streamline the application and hiring processes for long-term vacancy substitutes recommended by campus principals, aligning processes to professional staffing standards.</p> <p>Strategy's Expected Result/Impact: Maintain the substitute fill rate for vacancy assignments at 95% or above.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Assistant Director, Substitute Office</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HUMAN RESOURCES: Promote substitute employment opportunities at college and university recruitment events.</p> <p>Strategy's Expected Result/Impact: Increase the fill rate of non-vacancy teacher assignments by 2%.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Assistant Director, Substitute Office</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HUMAN RESOURCES: Collaborate with the Professional Learning Department to expedite onboarding and provide training resources for all substitutes.</p> <p>Strategy's Expected Result/Impact: Improve development and increase retention of all substitutes.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Assistant Director, Substitute Office</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: HUMAN RESOURCES: Require student teachers to meet hiring requirements before they begin student teacher placements to expedite the time to hire when eligible for employment.</p> <p>Strategy's Expected Result/Impact: Increase fill rate for non-vacancy and vacancy assignments.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Assistant Director, Substitute Office</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: HUMAN RESOURCES: Promote substitute employment opportunities to high school students in the Teaching and Training program who intend to complete undergraduate studies locally.</p> <p>Strategy's Expected Result/Impact: Increase the number of recent Teaching and Training graduates serving as substitutes by 5%.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Assistant Director, Substitute Office</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 4: Identify and develop a teacher pathway program (Board Monitoring System, Goal 3, Objective 4)







Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES: Partner with Region IV and the University of Houston-Downtown to design a teacher residency program to attract and retain college students seeking certification in critical need areas.</p> <p>Strategy's Expected Result/Impact: Design a program to support the placement of 10 residents serving in critical need areas</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HUMAN RESOURCES: Partner with Grand Canyon University (GCU) to establish and grow a teacher pathway program for paraprofessionals pursuing teacher certification.</p> <p>Strategy's Expected Result/Impact: Create a 2023-2024 cohort of candidates pursuing teacher certification through GCU teacher pathway.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent/ Staffing Coordinator</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HUMAN RESOURCES: Engage with the University of Houston to evaluate the feasibility of implementing an apprenticeship model that provides an innovative pathway to gaining teacher certification.</p> <p>Strategy's Expected Result/Impact: Determine whether the implementation of apprenticeship model will decrease district teacher vacancies</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: HUMAN RESOURCES: Collaborate with the Career and Technical Education program to promote the Teaching and Training teacher pathway program.</p> <p>Strategy's Expected Result/Impact: Increase the number of interview offer letters extended at the end of 2023-2024.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent/ Assistant Director, Professional Staffing</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 5: Collect teacher performance and student growth data in the eligible content areas as identified in the Teacher Incentive Allotment (TIA) District Designation System plan. Modify the Teacher Incentive Allotment (TIA) plan. (Board Monitoring System, Goal 3, Objective 5)






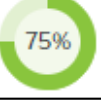


Evaluation Data Sources: Data submitted to Texas Tech for validation







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: DISTRICT IMPROVEMENT AND ACCOUNTABILITY: The Teacher Incentive Allotment committee will implement the district's plan for the data collection year of 2023-24.</p> <p>Strategy's Expected Result/Impact: 100% data collection</p> <p>Staff Responsible for Monitoring: Teacher Incentive Allotment Committee</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 6: Increase the number of bilingual teachers for pre-K, kindergarten, and first grade. (Board Monitoring System, Goal 3, Objective 6)

Evaluation Data Sources: Human Resources Data



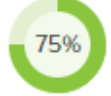



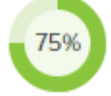





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES: Host CFISD bilingual teachers' Bilingual and Mingle events throughout the year to introduce prospective applicants to the bilingual department and to encourage student teachers to take their certification exams.</p> <p>Strategy's Expected Result/Impact: Increase the number of student teachers who successfully pass their bilingual certification exam to be eligible for employment after their student teaching assignment is complete.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent/Assistant Director</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HUMAN RESOURCES: Extend contract offers to all graduating student teachers pursuing bilingual certification immediately after meeting eligibility criteria prior to college graduation.</p> <p>Strategy's Expected Result/Impact: Increase the number of contract offers to bilingual student teachers by 5%.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent/Assistant Director</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HUMAN RESOURCES: Partner with Region IV and the University of Houston-Downtown to design a teacher residency program to attract and retain college students seeking bilingual education.</p> <p>Strategy's Expected Result/Impact: At least 20% of residency program participants will pursue bilingual education certification.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent/Student Teacher Residency Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: HUMAN RESOURCES: Host Bilingual Education Showcase for college students pursuing bilingual education certification to educate students about distinct career opportunities and programs.</p> <p>Strategy's Expected Result/Impact: Increase recruitment of special education teachers by 2%.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: HUMAN RESOURCES: Engage with Bilingual Education Student Organizations (BESO) to promote CFISD employment opportunities at nearby colleges and universities.</p> <p>Strategy's Expected Result/Impact: Increase the number of bilingual applicants by 3%.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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









Evaluation Data Sources: Human Resources Data







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES: Partner with Hanover Research to conduct a teacher mobility and retention analysis to identify trends in teacher retention and attrition.</p> <p>Strategy's Expected Result/Impact: Maintain a teacher turnover rate that is lower than the state average and region.</p> <p>Staff Responsible for Monitoring: Human Resources Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HUMAN RESOURCES: Collaborate with the Special Education Department to identify exit drivers for certified special education teachers not serving in a special education assignment.</p> <p>Strategy's Expected Result/Impact: Decrease the turnover rate for special education teachers.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HUMAN RESOURCES: Collaborate with Curriculum and Instruction to identify exit drivers compensation drivers for certified bilingual education teachers not serving in a full-time bilingual assignment.</p> <p>Strategy's Expected Result/Impact: Decrease the turnover rate for bilingual education teachers.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: HUMAN RESOURCES: Design a one-year, paid teacher residency model that trains, develops, supports, and retains candidates seeking teacher certification.</p> <p>Strategy's Expected Result/Impact: Complete design of program to be ready to launch Fall 2025.</p> <p>Staff Responsible for Monitoring: Human Resources Director/Student Teacher Residency Coordinator</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 8: Increase the number of special education teachers. (Board Monitoring System, Goal 3, Objective 8)

Evaluation Data Sources: Human Resources Data






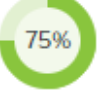




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES: Partner with Grand Canyon University (GCU) to establish and grow a teacher pathway program for paraprofessionals pursuing special education certification.</p> <p>Strategy's Expected Result/Impact: Create a cohort of candidates pursuing teacher certification, including special education.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent/ Staffing Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HUMAN RESOURCES: Collaborate with the CTE Department to allow special education teachers to showcase special education career opportunities to interested high school students enrolled in the Education in Training classes.</p> <p>Strategy's Expected Result/Impact: Increase awareness of special education opportunities across the district.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HUMAN RESOURCES: Host Special Education Showcase for college students pursuing special education certification to educate students about distinct career opportunities and programs.</p> <p>Strategy's Expected Result/Impact: Increase the number of attendees by 2% from previous year.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: HUMAN RESOURCES: Analyze teacher exit and retention survey data to identify drivers for special education teachers leaving/remaining in their special education assignment and share findings with leadership team and campus principals.</p> <p>Strategy's Expected Result/Impact: Increase retention of special education teachers.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: HUMAN RESOURCES: Collaborate with the Special Education department to create innovative ways to reallocate staffing resources to serve the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increase the availability of certified special education teachers serving special education students.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team/Special Education Department</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 9: Recruit diverse leadership candidates for district leadership initiatives.













Evaluation Data Sources: Recruitment Data

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

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

Performance Objective 10: Increase opportunities for high-quality training, mentoring, and leadership development.

Evaluation Data Sources: Leadership Data

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

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

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











Evaluation Data Sources: Community Engagement Data

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

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

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

Evaluation Data Sources: Stakeholder input and feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: CHIEF OF STAFF: Continue use of a districtwide committee application to create diverse committee membership. Strategy's Expected Result/Impact: Increased number of committee applications and improved transparency Staff Responsible for Monitoring: Chief of Staff, Assistant Superintendent of Communication & Community Relations	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: COMMUNICATIONS: Post committee members, meeting minutes, meeting dates, and contact information on the website for each committee. Strategy's Expected Result/Impact: Improved transparency of committee meetings Staff Responsible for Monitoring: Chief of Staff, Assistant Superintendent of Communication & Community Relations	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: CHIEF OF STAFF: Implement a communitywide survey as part of the Superintendent Search process. Strategy's Expected Result/Impact: Hanover Research will provide a summary of district strengths and challenges Staff Responsible for Monitoring: Chief of Staff, Assistant Superintendent of Communication & Community Relations	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: CHIEF OF STAFF: Create a process for a teacher time study. Strategy's Expected Result/Impact: Ideas that can be implemented that will positively impact teachers and improve teacher retention Staff Responsible for Monitoring: Chief of Staff, Assistant Superintendent of Communication & Community Relations	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify












Discontinue

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

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







Evaluation Data Sources: Community Engagement Data

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

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

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







Evaluation Data Sources: Budget and Financial Documents

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: BUSINESS AND FINANCIAL SERVICES:</p> <ol style="list-style-type: none"> Budget developed based on Board Goal Setting Workshop and enrollment and revenue projections. Monitor revenues and expenditures by preparing monthly budgets to actual financial reports. Present quarterly budget review to the Board of Trustees for approval. Monitor state legislature to anticipate issues that may affect funding. Prepare five-year projections. <p>Strategy's Expected Result/Impact: Budget that supports District Improvement Plan and Board Monitoring Goals</p> <p>Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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







Evaluation Data Sources: Budget and Financial Documents

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: BUSINESS AND FINANCIAL SERVICES:</p> <ol style="list-style-type: none"> 1. Develop and adopt a fiscally responsible budget to meet Board and instructional goals. 2. Maintain a working long-range budget. 3. Monitor revenues and expenditures by preparing monthly budgets to actual financial reports. 4. Present quarterly budget review to the Board of Trustees for approval. 5. Analyze the current budget to actual for evaluation of revenues and expenditures. <p>Strategy's Expected Result/Impact: General fund balance of at least 25% of operating expenditures. Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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







Evaluation Data Sources: Bond & Financial Documents

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

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

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









Evaluation Data Sources: Bond Documents

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: BUSINESS AND FINANCIAL SERVICES:</p> <ol style="list-style-type: none"> 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. Utilize project spend-down schedules to invest bond proceeds to maximize interest revenue while monitoring arbitrage implications. <p>Strategy's Expected Result/Impact: Bond sales according to established timeline/schedule</p> <p>Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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









Evaluation Data Sources: Technology data

Strategy 1 Details	Formative Reviews		
Strategy 1: TECHNOLOGY SERVICES: Identify district data domains and develop a district-wide data dictionary for all applications. Strategy's Expected Result/Impact: Standardized data policies, procedures, and systems Staff Responsible for Monitoring: Director of Information Services	Formative		
	Nov	Feb	May
	 25%	 50%	
Strategy 2 Details	Formative Reviews		
Strategy 2: TECHNOLOGY SERVICES: Improve data quality and increase access to data for all stakeholders Strategy's Expected Result/Impact: Standardized data policies, procedures, and systems Staff Responsible for Monitoring: Director of Information Services	Formative		
	Nov	Feb	May
	 25%	 50%	
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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







Evaluation Data Sources: Technology data

Strategy 1 Details	Formative Reviews		
Strategy 1: TECHNOLOGY SERVICES: Reduce paper documents. Strategy's Expected Result/Impact: Departmental records scanned in electronic document management system Staff Responsible for Monitoring: Director of Information Services	Formative		
	Nov	Feb	May
	 25%	 25%	
Strategy 2 Details	Formative Reviews		
Strategy 2: TECHNOLOGY SERVICES: Identify, implement, and maintain departmental electronic workflows. Strategy's Expected Result/Impact: Departmental workflows maintained in an electronic document management system Staff Responsible for Monitoring: Director of Information Services	Formative		
	Nov	Feb	May
	 25%	 50%	
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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








Evaluation Data Sources: Transportation Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: TRANSPORTATION: Evaluate and revise routes as needed to maintain on-time performance objectives.</p> <p>Strategy's Expected Result/Impact: Morning 95%, Afternoon 92%</p> <p>Staff Responsible for Monitoring: Director of Transportation Assistant Director of Transportation Assistant Director of Transportation Operations Area Directors Fleet Communications Manager</p>	Formative		
	Nov	Feb	May
	 50%	 75%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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








Evaluation Data Sources: Transportation Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: TRANSPORTATION: Provide opportunities for employees to maintain a positive working environment and strategies to increase morale at transportation centers.</p> <p>Strategy's Expected Result/Impact: 80% or higher transportation department employee retention rate</p> <p>Staff Responsible for Monitoring: Director of Transportation Assistant Director of Transportation Assistant Director of Transportation Human Resources Transportation HR Specialist</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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


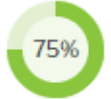




Evaluation Data Sources: Nutrition Services data

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

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

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







Evaluation Data Sources: Facilities and Construction Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CONSTRUCTION SERVICES: Complete phase III 2019 bond projects. Strategy's Expected Result/Impact: Complete Phase 3 2019 Bond scope projects. Staff Responsible for Monitoring: Assistant Superintendent of Facilities & Construction, Directors, Project managers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 5: Continue completion of technology projects approved in the 2019 bond referendum. (Board Monitoring System, Goal 6, Objective 5)

Evaluation Data Sources: Bond data

Strategy 1 Details	Formative Reviews		
Strategy 1: TECHNOLOGY SERVICES: Complete 75% of Phase V bond projects Strategy's Expected Result/Impact: Complete technology projects identified in Phase V of Bond 2019 Staff Responsible for Monitoring: Director of Network Infrastructure and Communications, Director of Device Imaging and Inventory, Director of Acquisitions, Director of Information Services	Formative		
	Nov	Feb	May
	 25%	 50%	
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in 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 during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use 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 the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost Reading
 - Amira Suite
 - HMH Suite
 - Library Resources
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilize only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

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

Visual Arts (K–5)

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

Middle School Content Area Standard Expectations

MS ELA 6-8 Standard Expectations

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

Mathematics

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

Secondary Science

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

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;

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

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

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

Social Studies

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

LOTE

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

High School Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching strategies and questions designed to promote higher-level thinking and to maximize first-time instruction.
- Model reading with anchor passages or texts to increase students' confidence in comprehending, analyzing, and evaluating texts of varying complexity.
 - Provide opportunities for students to engage in independent choice reading to improve fluency and stamina. (may see "silent reading" at start or end of class for this purpose)
- Model and facilitate students engaging in the writing process (planning, drafting, revising, editing, publishing, and reflection).
 - Conduct informal and more structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
 - Encourage application of varied sentence patterns and sophisticated vocabulary in writing.
- Create collaborative peer opportunities for students to clarify, solidify, or deepen their thinking.
- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).
- 1:1 Technology in the English classroom should provide opportunities for students to:
 - Engage with digital texts and resources to create, collaborate with peers, and think.
 - Exercise digital literacy through judicious use of appropriate online resources for the research process.
 - Produce original products in a digital environment.

Mathematics

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

Secondary Science

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

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
 - encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
 - provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
 - allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
 - seek current level of student understanding and provide appropriate next steps for learning;
 - clearly define and communicate learning outcomes to students;
 - incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
 - allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
 - provide opportunities to independently or collaboratively develop and communicate ideas.
- 1:1 Technology in the science classroom should provide opportunities for students to:
- use Chromebook devices to engage in face-to-face and digital collaboration;
 - locate and access information and resources stored in different platforms;
 - explore simulations;
 - collect and represent data using probeware and other digital tools;
 - analyze and interpret data using various digital tools;
 - communicate and share conclusions.

Social Studies

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

LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.

- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face to face and/or digital communication.
 - locate and access information and resources stored in different platforms such as Schoology.
 - receive immediate, individualized feedback.
 - connect to speakers outside of the classroom.
 - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
 - increase opportunities for individuals participating in unrehearsed communication.

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
 - a. Interfere with a student's educational opportunities; or
 - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District official, principal, or designee shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District official, principal, or designee may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

**School District
Peace Officers,
School Resource
Officers, and
Security Personnel**

The board may employ security personnel, enter into a memorandum of understanding with a local law enforcement agency for the provision of school resource officers, and commission peace officers to carry out Education Code Chapter 37, Subchapter C (Law and Order).

Jurisdiction

The jurisdiction of a peace officer, a school resource officer, or security personnel shall be determined by the board and may include all territory in the boundaries of the district and all property outside the boundaries of the district that is owned, leased, or rented by or otherwise under the control of the district and the board that employ the peace officer or security personnel or that enter into a memorandum of understanding for the provision of a school resource officer.

Education Code 37.081(a)

Duties

The board shall determine the law enforcement duties of peace officers, school resource officers, and security personnel. The duties must be included in:

1. The district improvement plan under Education Code 11.252 [see BQ];
2. The student code of conduct adopted under Education Code 37.001 [see FO];
3. Any memorandum of understanding providing for a school resource officer; and
4. Any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.

A district peace officer, a school resource officer, and security personnel shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and the property of the school district.

In determining the law enforcement duties, the board shall coordinate with district campus behavior coordinators and other district employees to ensure that district peace officers, school resource officers, and security personnel are tasked only with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other district employees.

Education Code 37.081(d), (d-1), (d-4)

Prohibited Duties

A district may not assign or require as duties of a district peace officer, a school resource officer, or security personnel:

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LEGAL)

1. Routine student discipline or school administrative tasks; or
2. Contact with students unrelated to the law enforcement duties of the peace officer, resource officer, or security personnel.

This provision does not prohibit a district peace officer, a school resource officer, or security personnel from informal contact with a student unrelated to:

1. The assigned duties of the officer or security personnel; or
2. An incident involving student behavior or law enforcement.

Education Code 37.081(d-2), (d-3)

Refusal or Removal
from District
Property

A school resource officer or district peace officer may refuse to allow a person to enter on or may eject a person from property under the district's control in accordance with Education Code 37.105. *Education Code 37.105(a); 19 TAC 103.1207 [See GKA]*

Weapons

If a board authorizes a person employed as security personnel to carry a weapon, the person must be a commissioned peace officer. *Education Code 37.081(a) [See CKEA]*

Training

A district peace officer or school resource officer shall complete an active shooter response training program approved by the Texas Commission on Law Enforcement (TCOLE).

A district that commissions a school district peace officer or at which a school resource officer provides law enforcement shall adopt a policy requiring the officer to complete the education and training program required by Occupations Code 1701.263.

Education Code 37.0812

School district peace officers or school resource officers providing law enforcement services at a district must obtain a school-based law enforcement proficiency certificate within 180 days of the officer's commission or placement in the district or campus of the district. *37 TAC 218.3(d)(5); Occupations Code 1701.263(b)*

**Immunity from
Liability**

"Retired peace officer" has the meaning assigned by Occupations Code 1701.3161.

"Security personnel" includes:

1. A school district peace officer;
2. A school marshal;
3. A school resource officer; and

4. A retired peace officer who has been hired by a district to provide security services or volunteers to provide security services to the district.

A district is immune from liability for any damages resulting from any reasonable action taken by security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

A district is immune from liability as provided above for any damages resulting from any reasonable action taken by a district employee who has written permission from the board to carry a firearm on campus.

Any security personnel employed by a district is immune from liability for any damages resulting from any reasonable action taken by the security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

The statutory immunity provided by these provisions is in addition to and does not preempt the common law doctrine of official and governmental immunity. To the extent that another statute provides greater immunity to a district than these provisions, that statute prevails.

Education Code 37.087

**Notice of Exposure
to Communicable
Disease**

A district that employs emergency medical service employees, paramedics, firefighters, law enforcement officers or correctional officers must post the required notice regarding work-related exposure to communicable disease in its workplace to inform employees about Health and Safety Code requirements which may affect qualifying for workers' compensation benefits following a work-related exposure to a reportable communicable disease. *28 TAC 110.108*

**Authorized
Handguns**

Under Education Code 11.151(b), a board may promulgate written regulations and authorization as provided by Penal Code 46.03(a)(1) (exception to places where weapons are prohibited). *Att'y Gen. Op. GA-1051 (2014)*

Policy and Program to Address Sexual Abuse, Trafficking, and Maltreatment

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*

The policy included in any informational handbook provided to students and parents must address the following:

1. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and
3. Available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

19 TAC 61.1051(b)(3)

Definitions

Child Abuse or Neglect

The definition of child abuse or neglect includes the trafficking of a child in accordance with Education Code 38.004.

Other Maltreatment

This term has the meaning assigned by Human Resources Code 42.002.

Trafficking of a Child

This term has the meaning assigned by Penal Code 20A.02(a)(5), (6), (7), or (8).

19 TAC 61.1051(a)

Duty to Report

Report by Any Person

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

Report by Any Professional

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A “professional” is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

Family Code 261.101(b)

Abuse of Persons
with Disabilities

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

Human Resources Code 48.051, .052, .054

Adult Victims of
Abuse

A person or professional shall make a report in the manner required above if the person or professional has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. *Family Code 261.101(b-1)*

**Restrictions on
Reporting**

Psychotropic Drugs
and Psychological
Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFEB]

Contents of Report

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The person making the report shall identify, if known:

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child; and
3. Any other pertinent information concerning the alleged or suspected abuse or neglect.

Family Code 261.102, .104

Abuse and Neglect Involving School Personnel and Those Responsible for Care

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made to a state agency under item 4, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

All other reports shall be made to:

1. Any local or state law enforcement agency;
2. DFPS, Child Protective Services (CPS) Division;
3. A local office of CPS, where available; or
4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

Family Code 261.103(a); 19 TAC 61.1051(b)(1)–(2)

“Person responsible for a child's care, custody, or welfare” means a person who traditionally is responsible for a child's care, custody, or welfare, including:

1. A parent, guardian, managing or possessory conservator, or foster parent of the child;
2. A member of the child's family or household as defined by Family Code Chapter 71;
3. A person with whom the child's parent cohabits;
4. School personnel or a volunteer at the child's school;

5. Personnel or a volunteer at a public or private child-care facility that provides services for the child or at a public or private residential institution or facility where the child resides; or
6. An employee, volunteer, or other person working under the supervision of a licensed or unlicensed child-care facility, including a family home, residential child-care facility, employer-based day-care facility, or shelter day-care facility, as those terms are defined in Human Resources Code Chapter 42.

Family Code 261.001(5)

**Reporting Abuse,
Neglect, or
Exploitation in a
JJAEP**

Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term "juvenile justice program" includes a juvenile justice alternative education program. *Family Code 261.405(a)(4)(A), (b)*

**Confidentiality of
Report**

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act) and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. *Family Code 261.201(a)–(a)(1)*

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. *Family Code 261.101(d)*

**Immunity from
Liability**

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is immune from any civil or criminal liability that might otherwise be incurred or imposed. *Family Code 261.106*

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. *Family Code 261.110(b)* [See DG]

Criminal Offenses

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

Family Code 261.109

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. *Family Code 261.107(a)*

Coercion

A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. *Penal Code 39.06*

**SBEC Disciplinary
Action**

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006, 21.0062, 22.093, and 19 Administrative Code 249.14(d)–(f). *19 TAC 249.15(b)(4)*

Note: The following legal provisions address child abuse and neglect investigations generally. See GRA for additional legal provisions addressing notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school. See 40 Administrative Code Chapter 707, Subchapter B for more information regarding investigations of abuse or neglect in a school setting.

Investigations

Reports to District

If DFPS initiates an investigation and determines that the abuse or neglect involves an employee of a public elementary or secondary school, and that the child is a student at the school, the department shall orally notify the superintendent of the district in which the employee is employed. *Family Code 261.105(d)*

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the

	abuse or neglect. The report shall be edited to protect the identity of the person who made the report. <i>Family Code 261.406(b)</i>
Interview of Student	The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. <i>Family Code 261.302(b)</i> [See GRA]
Interference with Investigation	A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. <i>Family Code 261.303(a)</i>
Confidentiality	A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. <i>Human Resources Code 42.004</i>
Reporting Policy	<p>A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. <i>19 TAC 61.1051(b)</i></p> <p>The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. <i>19 TAC 61.1051(b)(1)</i></p> <p>The policies must be consistent with the Family Code Chapter 261 and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]</p> <p>The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:</p> <ol style="list-style-type: none">1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:<ol style="list-style-type: none">a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and

- b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with a district's reporting policy; and
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

19 TAC 61.1051(b)(2)

The policies may not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

The policies must:

1. Include the current toll-free number for DFPS;
2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and
3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

19 TAC 61.1051(b)(5)–(b)(8)

Annual Distribution
and Staff
Development

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 61.1051(c)* [See also DH and GRA]

[For training requirements under these provisions, see DMA.]

Required Poster

Using a format and language that is clear, simple, and understandable to students, each public school shall post, in English and in Spanish:

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and

3. Directions for accessing the DFPS [Texas Abuse Hotline website](#)¹ for more information on reporting abuse, neglect, and exploitation.

A district shall post the information specified above at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number should be in bold print.

Education Code 38.0042; 19 TAC 61.1051(e)–(f)

¹ Texas Abuse Hotline website: <https://www.txabusehotline.org/>

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.

[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report
Suspected Child
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities
Regarding
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

DEIC Committee Members

District Curriculum Staff Member

Linda Macias

Teachers

Maria Aguilar
Joseph Alvarado
Christi Arce
Jaqueline Ashmore
Charlie Banks
Sommer Basham
Melissa Bernstein
Ami Bird
Stefani Bolt
Laurie Borowicz
James Brown
Kristin Buchholz
Kevin Bussey
Jennifer Bygness
Robyn Cantara
Laurie Davies
Theresa Dean
Kathleen DeNoma
Carla Douglas
Riley Douglas
Sarah Emmott
Jocelyn Fall
Paige Frank
Jaclyn Frasure

Teachers

Fiona Furlan
Kristina Gauvin
Courtney Gistorb
Jessica Gonzales
Julia Hague
Lindsey Hamilton
Laurie Harris
Kelly Hawkins
Amy Healy
Shandrea Henry
Sarah Holz
Shelita Humphrey
David Hunt
John Jurkovich
Shradha Kaura
Courtney Langham
Wynitra Lewis
Christopher Lingenfelter
Kim Loner
Eylen Lopez
Donna Lord
Carole Lueb
Courtney Makow
Craig Malinsky

Teachers

Katrina Maltezos
Tammy Marrero
Anita Marshall
Gloria Martin
Laura Martin
Jacky Martinez
Jessica Martinez
Allen Maurice Martin
Chrissy McMillan
Melissa Mican
Jake Migl
Penelope Miller
Casey Morris
Desiree Nwadinobi
Elizabeth Ongudu
Alexandra Parkin
Eloisa Patterson
Amanda Pearson
Michelle Perkins
Connie Poole
Camile Ramirez
Maria Rangel
Angie Porter
Kenneth Roberts

Teachers

Jennifer Sague
Irma Salinas
Edward Scott
Gregory Sheffield
Maria Sifuentez
Vicki Skweres
Christine Smith
Louanna Smith Reyna
Cynthia Stavinoha
Ann Stubbins
Dorothy Swayze
Pamela Taylor
Harlie Thompson
Tricia Underwood
Mia Vatuna
Keyla Vega-Soto
Lidia Villamizar
Kathleen Waugh
Matthew Wells
Caronda Williams
Merlette Williams
Kimberly Wilson
Michelle Wooten

Non-Teaching Professional

Jessica Bashay
James Brown
Miranda Fairman
Cournette Hawkins
Courtney Kaler
Brenda Kubiak
Krystal Love-Hoyer
Jean Qualtrough
Kristen Thorin
Amanda VanWey
Coleman Wands
Kevin Weekley

Parent

Aracely Adams
Channa Bailey
Alejandra Bridges
Brian Clark
Kimberley Garrett
Lisa Long
Esty Merlo
Judith Nguyen
Ken Nguyen
Tracy Roberson
Stephanie Roberts
Linda Taylor
Karen Thomas
Stacy Thomas
Nicole Travis
Tawaine Vigors

Community Resident

Greg Andrews
Laura Backs
Mary Blaschke
Shelley Cooper
Martha Froebel
Tara Hall
Cyndi Matteson
Jennifer Matuska
Jill McCaskill
Carolyn Mukoro-Akpere
Jackie Sheeren
Alice Wimberly
Evan Withner
Cristina Woodall

Business Representative

Ed Bellamy
Jeffrey Handojo
Scott Harrison
Greg Krenek
Brenda Larson
Amy Lippincott
Andres Luna
Carla Marsh
Karen McConaughy
Alex Revuelta
Alex Soler
Becky Souther
Laurie Stephens