

# CARROLLTON-FARMERS BRANCH ISD COLLABORATIVE VISIONING



# Executive Summary Collaborative Visioning 2020-2030

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The **Collaborative Visioning Process 2020-2030** for Carrollton-Farmers Branch Independent School District is the result of the work of the Superintendent and approximately sixty-three individuals participating on the priority design team. Membership is listed on page 5 of this report. Work on the plan began in July 2019 and continued through April, 2020. The planning process was facilitated by Dr. Lizzy Asbury, CEO of TransCend4.

Prior to the committee convening, the Carrollton-Farmers Branch ISD Board of Trustees participated in a Visioning Workshop and **SWOT Analysis** which identified internal strengths and weaknesses along with external opportunities and threats. The Board also developed the **Carrollton-Farmers Branch ISD Core Statements** including a Motto, Vision, and Mission & Value Statements. These core statements, outlined on page 6 of this document, were written to define the district's purpose, principles and future. The Board must adopt the Mission and Vision in accordance with AE (Legal) which states, "*The Board shall adopt a vision statement and comprehensive goals for the District and the Superintendent.*"

A sixty-three member **Priority Design Team** met in October-December of 2019 and January-February of 2020 to build the Collaborative Vision. Upon introduction of committee participants, norms were set to ensure a productive working environment focused on the best interests of the organization. The committee was divided into five priorities consisting of Optimize Engaging & Diverse Learning, Optimize Facility, Safety & Security, and Infrastructure to be adaptable to student needs, Optimize Community Engagement, Optimize Social & Emotional Health of all students, and Optimize all available Resources. Each team was tasked with focusing on their particular area and developing objectives based on district needs.

Following the introduction of the meeting structure, the Priority Design Team studied the current state of the district through a review of recent data. Data reviewed included campus improvement plans, high school course selection data, digital citizenship data, social and emotional learning training, finance review, district technology update, 2018 TAPR report, multi-hazard plan, Senate Bill 11 overview, facilities study, and demographic study along with survey results. The data findings were summarized through table discussions, table summarization, and committee gallery walk to determine strengths and weaknesses within the district.

The **Graduate Profile** was then designed in alignment with the core statements. The Graduate Profile defines the qualities each graduate should demonstrate upon completion of their graduation requirements. The Profile is outlined on page 7 of this document. Each word of the Graduate Profile was carefully considered and intentionally included. These core statements were drivers in establishing the **objectives** of the overall collaborative vision.

The five priorities selected include **Optimize Engaging & Diverse Learning, Optimize Facility, Safety & Security, and Infrastructure to be adaptable to student needs, Optimize Community Engagement, Optimize Social & Emotional Health of all students, and Optimize all available Resources**. These priorities were chosen to be the key areas of focus for the organization based on the SWOT analysis and in alignment with the MMVV and Graduate Profile. Utilizing a strengths-based approach, these priorities were determined to be the drivers that would continue to carry the district towards its intended vision.

In alignment with the priorities, the Priority Design Team set the **objectives** to be achieved during the determined timeframe of 2020-2030 and the **measures** utilized to determine achievement of these objectives. The objectives were designed utilizing a SMART (specific, measurable, achievable, relevant, time bound) goal framework for the purpose of moving the vision from motive to action. The objectives must be approved by the Board in accordance with AE (Legal).

The Priority Design Team's work was presented on April 2, 2020 to the members of the Board of Trustees for consideration and ultimate approval. The action plans are provided in this report on pages 10-20. Since the action plans are living documents, they are subject to constant review, updating, correction, and enhancement as the implementation process begins and personnel assignments are made to initiate and complete the tasks. Objectives within the action plans were developed with a constant eye to the Motto, Mission, Vision and Values to assure alignment with the perceived intentions of the Board and Design Team. The design team will meet periodically throughout the year to monitor the Collaborative Vision.

# SWOT ANALYSIS

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>● Academies</li> <li>● Fine Arts</li> <li>● Teachers</li> <li>● Alternative Learning Campus</li> <li>● Financial Management</li> <li>● Enterprise Resource Planning (ERP) Analysis - More Bank for your Buck - Better return on investment. Less spent in comparison to higher performance</li> <li>● Career Ready Offerings - Certification</li> <li>● Advanced Placement (AP)/Dual Credit Offerings</li> <li>● Professional Growth for Staff</li> <li>● Open Enrollment - Inter and Intra</li> <li>● Diversity</li> <li>● Early Exposure to Fine Arts</li> <li>● Offerings and Opportunities to Students</li> <li>● Pre-K Education</li> <li>● Early Intervention Program</li> <li>● Technology 1 to 1</li> <li>● Staff Resources for how to integrate tech into classrooms</li> <li>● Invested Leadership</li> <li>● LEAP</li> </ul>	<ul style="list-style-type: none"> <li>● Marketing / Branding / Website</li> <li>● Athletics</li> <li>● Declining Enrollment</li> <li>● Understaffed Special Education (SPED) Programs</li> <li>● Coaches having available time to do coaching</li> <li>● Performance / Low-Performing Schools</li> <li>● Reading support for struggling students / Early Literacy</li> <li>● Lack of consistency among campuses</li> <li>● Aging Buildings</li> </ul>	<ul style="list-style-type: none"> <li>● Aging Buildings</li> <li>● Bond Funds</li> <li>● Space to be Creative to Gain Students</li> <li>● Increased Programming for Gifted and Talented (GT) Students</li> <li>● Re-evaluate Athletic Needs to Increase Capacity</li> <li>● Expanding Corporate Partnerships</li> <li>● Increase Community Involvement Support at District Events</li> <li>● Programming to Increase National Merit Scholars Numbers</li> <li>● Educate Whole Child</li> <li>● Educate the Parent / More Parent Interaction and Communication</li> <li>● Safety and Security</li> <li>● Numerous Fine Arts and Athletics Opportunities, but need scheduling constraints lifted</li> </ul>	<ul style="list-style-type: none"> <li>● Charters</li> <li>● Competitors who Brand Themselves in a Different Manner</li> <li>● Declining Enrollment</li> <li>● Cultural Barriers / Fears</li> <li>● Unfunded Mandates</li> <li>● Outside Political Forces</li> <li>● Aging on Community</li> </ul>

# PRIORITY DESIGN TEAM

Optimize Engaging & Diverse Learning	Optimize Facility, Safety & Security, and Infrastructure to be adaptable to student needs	Optimize Community Engagement	Optimize Social & Emotional Health of all students	Optimize all available Resources
Irving Alcantra	Glen Blanscet	Mark Baker	Alice Bryan	Sehreen Amin
Carlos Amparan	Catherine Carlin	Gary Blanscet	Kelly Buechler	Saylor Black
Les Black	Vicky Cisneros	Erin Carney	Tracy Eubanks	Bryan Garza
Aydia Cobb	Carrie Hajnal	April Hooper Christensen	Ivan Hughes	Delia Gonzales
Tensa Davis	Lance Hamlin	Angela Curtin	Jakob Jeter	David Hanna
Robert Dye	Paige Kapp	Justice Gallegos	Amanda Jules	Daniel Herndon
Brenda LaCroix	Victor Melton	Supriya Mandaloju	Veronica Kraatz	Timothy Isaly
Jean Moore	Kianna Montanez	Amanda Messer	Mark Lugge	Mary Lovell
Zachariah Muth	Jeff Moore	Ahan Mistry	Melissa Marsh	Sylvia Mazuera
Agueda Paredes	Kristeen Muth	Gabriela Perez	Kara Miller	Holly Patterson
Sarah Shepherd	Tamara Rude	Dawn Rink	Kelly O'Sullivan	Erin Spargo
Lisa Williams	Anthony Velez	Leon Sulak	Andrew Palacios	Theresa Sulak
		Lacey Tomanek	Erin Webster	
			F'Zaria Williams	

## **Motto**

High Expectations for ALL

## **Mission Statement**

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

## **Vision**

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

## **Value Statements**

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support & love of the whole student



The graphic features a black header with the text 'CFBISD' in large white letters, flanked by two green diamonds. Below this, 'Graduate Attributes' is written in white, followed by 'Carrollton • Farmers Branch Independent School District' in a smaller white font. A horizontal bar with segments of blue, cyan, red, orange, yellow, and green is positioned below the header. The main content area has a white background with a light grey confetti pattern. It contains a list of seven attributes, each preceded by a diamond icon in a color corresponding to the bar segments. At the bottom, a black bar with the same multi-colored segment pattern is present.

**◆ CFBISD ◆**  
**Graduate Attributes**  
Carrollton • Farmers Branch Independent School District

- ◆ Ethical
- ◆ Socially & Emotionally Competent
- ◆ Critical Thinker
- ◆ Adaptable
- ◆ Effective Communicator
- ◆ Committed to their Diverse Community
- ◆ Global Leader

# COLLABORATIVE VISIONING PRIORITIES AND OBJECTIVES

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## Optimize Engaging & Diverse Learning

### OBJECTIVES:

- The goal of the priority design team is to analyze data and draw on personal experiences to provide direction on CFB's commitment to engaging and diverse learning. In order to best prepare students for success in an unknown future, considering the following. Including, but not limited to....
  - 21st Century Skills: Communication, Collaboration, Creativity, Critical Thinking
  - Career Readiness
  - College Readiness
  - Cultural Proficiency
  - Digital Learning
  - English Language Learners
  - Students with Special Needs
  - Students with Dyslexia
  - Gifted and Talented students
  - Fine Arts and Athletics (Extracurricular Activities)
  - Health and Physical Fitness

## Optimize Facility, Safety & Security, and Infrastructure to be adaptable to student needs

### OBJECTIVES:

- The goal of the Priority Design Team is to analyze pertinent and real-time data in order to provide direction to CFB for the following:
  - Standardization by identifying district deficiencies as compares to best practices'
  - Stabilization by balancing the need to optimize vs customize
  - Modernization by designing a roadmap improve systems through life cycle replacement
  - Doing this will improve safety and security, facilities, and infrastructure (including student nutrition, technology and transportation)

## Optimize Community Engagement

### OBJECTIVES:

- The goal of the Priority Design Team is to analyze data in order to develop a vision to optimize and expand community involvement that will positively impact education in CFBISD  
The Priority Design Team will analyze the following data:
  - Community Surveys
  - Business Partners Involvement
  - Parent Surveys
  - Donations/Contributions
  - PTA/Booster Involvement



- Social Media and Website Data
- Mentor Programs
- Marketing / Advertising
- Governmental Relations with State/Counties/Cities

This process for transparent communications with external customers to build partnerships that will be supportive of the District’s vision and an extension of the administration.

## Optimize Social & Emotional Health of all students

### OBJECTIVES:

- The goal of the Priority Design Team is to analyze specialized data in order to understand and support the whole child. This data includes but isn’t limited to....
  - Attendance
  - Homelessness
  - Economic Status
  - Health
  - Mental Health
  - Demographic
  - Discipline
  - Drop Out
  - Graduation Rate

Promoting this process in CFB is extremely important due to the fact that social & emotional health is the foundation for academic achievement.

## Optimize All Available Resources

### OBJECTIVES:

- The goal of the priority design team is to analyze data and provide direction for the efficient and effective use of taxpayer funds. This data includes but isn’t limited to....
 

Human Resources	Recruiting
Hiring Practices	Retention Strategies
Compensation Plan	Staffing Levels
Staffing Ratios	Leadership Development
Facility Utilization	Maintenance of Facilities
Alignment with Demographic Data	Program Offerings
Funding Opportunities	Short & Long-Term Financial Stability




Optimizing resources is about how we utilize our taxpayer funds. Utilization of resources includes all aspects of Human Resources including recruiting and hiring practices, retention strategies, compensation plan, staffing levels, staffing ratios and leadership development. Optimizing resources also includes how we utilize and maintain facilities, alignment with demographic data, programs being offered and funding opportunities associated with program offerings. Being good stewards of taxpayer dollars is a critical component of all decisions and includes operating in a fiscally responsible and efficient manner to achieve long-term financial stability.

# COLLABORATIVE VISION OVERVIEW



## Carrollton-Farmers Branch ISD

Carrollton-Farmers Branch Independent School District

Value Statements	Strategic Priorities	Objectives	Measures
<p><b>CFBISD Believes In...</b></p> <ul style="list-style-type: none"> <li>◆ Excellence in ALL learning opportunities</li> <li>◆ Respecting differences by embracing diversity</li> <li>◆ A growth mindset for students, faculty, and staff</li> <li>◆ Ongoing partnerships with the community</li> <li>◆ Support and Love of the whole student</li> </ul> <p> <b>Mission</b></p> <p>The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire lifelong knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.</p> <p> <b>Vision</b></p> <p>CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.</p> <p> <b>Motto</b></p> <p>High Expectations for ALL</p>	<p><b>Optimize Engaging and Diverse Learning</b></p>	<p>Develop, implement, and sustain programs that maximize academic achievement for all students</p>	<ul style="list-style-type: none"> <li>◆ Student Voice Survey</li> <li>◆ % of student satisfaction with programs</li> <li>◆ % of student College/Carver/Military readiness (CCMR)</li> <li>◆ % of students in 3rd grade reading scoring at the Meets or Masters level</li> <li>◆ % of students participating in Academies who found jobs in that area (post secondary rates - completion)</li> </ul>
		<p>Develop, implement, and sustain programs that support campus administrator's leadership skills</p>	<ul style="list-style-type: none"> <li>◆ % of Administrators trained in Transformational Instructional Leadership (Data-Driven Instruction and Observation and feedback)</li> <li>◆ # of professional development offerings for Administrators</li> </ul>
		<p>Develop, implement, and sustain programs that maximize choice and allow students to develop talents and achieve CCMR</p>	<ul style="list-style-type: none"> <li>◆ CCMR rate above peer school districts, by at least 5%</li> <li>◆ # of programs</li> <li>◆ % of students participating</li> </ul>
		<p>Develop, expand, and implement quality early childhood education</p>	<ul style="list-style-type: none"> <li>◆ # of Pre-K programs</li> <li>◆ % of students on level (-) by Pre-K-3 (Numeracy)</li> </ul>
	<p><b>Optimize Facility, Safety and Security, and Infrastructure to Be Adaptable to Student Needs</b></p>	<p>Develop and implement a framework for passage of follow-up bond programs every four years</p>	<ul style="list-style-type: none"> <li>◆ Successful presentation and adoption of a bond program every four years</li> </ul>
		<p>Design and maintain facilities to be adaptable to changing learning experiences and student engagement</p>	<ul style="list-style-type: none"> <li>◆ # of facilities redesigned and modified</li> </ul>
		<p>Implement safety and security measures that meet the need of the whole person in all school facilities</p>	<ul style="list-style-type: none"> <li>◆ # of safety and security measures implemented</li> <li>◆ % of students, teachers, and staff feeling safe</li> <li>◆ # of facilities modified</li> </ul>
	<p><b>Optimize Community Engagement</b></p>	<p>Create district-wide consistency regarding rules / policies involving family, parents, and volunteer engagement</p>	<ul style="list-style-type: none"> <li>◆ # of parents / family members volunteers established</li> <li>◆ % of parents / family members volunteers retained</li> <li>◆ % of parents / family members volunteers reporting a good experience</li> <li>◆ % of schools reporting a good experience</li> </ul>
		<p>Build and sustain intentional relationships with business, community, and civic organizations</p>	<ul style="list-style-type: none"> <li>◆ # of established relationships built</li> <li>◆ % of retained relationships</li> <li>◆ % of partners reporting a good experience</li> <li>◆ % of schools reporting a good experience</li> </ul>
	<p><b>Optimize Social and Emotional Health of All Students</b></p>	<p>District will develop and implement professional learning for all educators on Social and Emotional Learning</p>	<ul style="list-style-type: none"> <li>◆ # of professional learning sessions offered focused on research-based social and emotional practices</li> <li>◆ % of teachers meeting district and campus learning requirements</li> </ul>
		<p>District will develop and implement Social and Emotional Learning practices for all students to:</p> <ul style="list-style-type: none"> <li>◆ Master executive functions: focus, organize, and self-regulate</li> <li>◆ Build and nurture healthy relationships among students, staff, and family</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pre and post surveys for students and teachers</li> <li>◆ Discipline data</li> </ul>
	<p><b>Optimize All Available Resources</b></p>	<p>Acquire and retain high-quality personnel at all levels (all professional and support staff)</p>	<ul style="list-style-type: none"> <li>◆ # new hires</li> <li>◆ # teacher retention</li> <li>◆ # teacher attrition</li> <li>◆ # returning teachers</li> <li>◆ # support staff retention</li> <li>◆ # support staff attrition</li> </ul>
		<p>Increase student enrollment</p>	<ul style="list-style-type: none"> <li>◆ # student enrollment</li> </ul>
		<p>Achieve maximum long-term financial sustainability</p>	<ul style="list-style-type: none"> <li>◆ Ratings from relevant agencies</li> <li>◆ Tax rate</li> <li>◆ Tax base</li> <li>◆ Fund balance</li> <li>◆ Staff ratio to student ratio</li> </ul>
		<p>Optimize the quality of all facilities</p>	<ul style="list-style-type: none"> <li>◆ % of facilities engaged in active learning</li> <li>◆ Facility condition index</li> <li>◆ Operational efficiency</li> </ul>

# COLLABORATIVE VISIONING 2020-2030

## Optimize Engaging & Diverse Learning

Objective 1:	Develop, implement and sustain programs that maximize academic achievement for all students				
<b>Measures:</b>	Student Voice Survey % of student satisfaction with programs % of student College/Career/Military readiness (CCMR) % of students in 3rd grade reading scoring at the Meets or Masters level % of students participating in Academies that found jobs in that area (post secondary rates - completion)				
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Develop critical thinking skills <ul style="list-style-type: none"> <li>a. Continue book study of <i>Think Critically</i></li> <li>b. Utilize PLCs to determine critical thinking skills</li> <li>c. Develop formative assessments to be given approximately every 3 weeks to measure student mastery of content</li> <li>d. Utilize assessments to determine next steps by classroom and student</li> </ul>	Associate Superintendent	65% of students at Meets Level in Reading on STAAR by 2030	<i>Think Critically</i> book	Current: 44% 2023 goal: 50% 2025 goal: 55% 2027 goal: 59% 2029 goal: 64%
2	Create a 1st-8th grade GT school <ul style="list-style-type: none"> <li>a. Create a 1st-5th grade school</li> <li>b. Expand the programming through 8th grade</li> </ul>	Executive Director for Advanced Academic Services	Schools will be in operation	Staffing Curriculum materials	August 2020 August 2023
3	Increase literacy scores as measured by the State of Texas <ul style="list-style-type: none"> <li>a. Implement the comprehensive 5 year plan</li> <li>b. Increase the amount of sustained reading time for students</li> <li>c. Monitor student progress on key literacy skills</li> </ul>	Directors of Elementary and Secondary Language Arts	65% of graduates meet SAT/ACT college readiness criteria by 2030  SAT >= 480 on Evidence-based Reading & Writing ACT >= 19 on English and >= 23 Composite	Literacy coaches	2023 goal: 50%: 2025 goal: 55%: 2027 goal: 59% 2029 goal: 64%
4	Reduce the percentage of students receiving Tier 2 & 3 instruction) <ul style="list-style-type: none"> <li>a. Continue book study, <i>Taking Action</i>, to develop uniform vocabulary and systems</li> </ul>	Associate Superintendent Chiefs of School Leadership	Percentage of students receiving RtI services will be less than 7% by 2030	RtI Resources	Current: 23% 2023 goal: 21% 2025 goal: 17% 2027 goal: 13%

	<p>around instruction during Tier 1, 2 and 3</p> <p>b. Identify Essential Standards</p> <p>c. Utilize progress monitoring by student, class and campus regarding Essential Standards</p> <p>d. Evaluate current RtI model and make necessary changes to resources and services</p> <p>e. Offer professional development to educators to support academic achievement</p>				2029 goal: 9%
5	Create district task forces in each curricular area to study data and make curricular and instruction recommendations and monitor programs on initiatives	Associate Superintendent	Literacy targets as stated in #1 above 65% of students at Meets Level Mathematics on STAAR by 2030		Current: 45% 2023 goal: 53% 2025 goal: 55% 2027 goal: 58% 2029 goal: 62%
6	Provide online programs to promote questioning and further learning for students in and out of school, no matter teacher, time, and absences	Associate Superintendent Chief Technology Officer	Literacy targets as stated in #1 and Mathematics targets as stated in #5	Funding for online programs and technology to run them	See #1 & #5 above

<b>Objective 2: Develop, implement and sustain programs that support campus administrator's leadership skills</b>					
<b>Measures:</b>	% of Administrators trained in Transformational Instructional Leadership (Data Driven Instruction & Observation and Feedback) # of professional development offerings for Administrators				
	<b>Action Steps:</b>	<b>Owner:</b>	<b>Measure:</b>	<b>Resources:</b>	<b>Timeline:</b>
1	Provide partial scholarships to promote further education in administration	Chief of Staff	School culture reflects 100%: - High expectations - Intentional focus on continuous improvement - Distributive leadership - Clear vision - advance student growth (SEL, Academics)	Access to highly effective leaders nationwide, with proven record of success	June 2025
2	Support Administrative Leadership development a. DeLoitte University - Cohort I & II b. Professional Learning Communities	Chiefs of School Leadership	District surveys - 85% of principals responding their needs are met	Funding for training	June 2025

	<ul style="list-style-type: none"> <li>c. Content trainings</li> <li>d. Customer Service</li> <li>e. Culture</li> </ul>				
3	<p>Support Campus Leadership Development</p> <ul style="list-style-type: none"> <li>a. Professional Learning Communities</li> <li>b. Response to Intervention</li> <li>c. Content</li> </ul>	Associate Superintendent Chiefs of School Leadership	Retention studies show that by 2030, 85% of staff return to CFB annually		Current: 2024 goal: 2027 goal: 2030 goal:
4	Survey other districts to determine viability for increased stipends and / or support for advanced degrees	Chief of Staff	Stipend study		January 2023
5	Develop leadership pipeline programs for teachers with promise - investigate partnerships with local universities	Chief of Staff	List of partnerships		January 2024

<b>Objective 3: Develop, implement and sustain programs that maximize choice and allow students to develop talents and achieve CCMR</b>					
<b>Measures:</b>	CCMR rate above peer school districts, by at least 5% # of programs % of students participating				
	<b>Action Steps:</b>	<b>Owner:</b>	<b>Measure:</b>	<b>Resources:</b>	<b>Timeline:</b>
1	Survey GT Middle School and High School	Chief Technology Officer; Executive Director of CCMR; Associate Superintendent for Curriculum	Ensure 80% or more students / parents strongly agree with statement regarding adequate choices for child	Post high school counseling support (ex: addition of CCMR Deans to support program choice and college and career opportunities)	2020-2021; Ongoing 2020-2030
2	Investigate the option of adding K-8 Academy (ex: Montessori)	Executive Director of CCMR to be included if a Career Explorations K-8 academy similar to high school P-Tech model will be considered	Compare percentage of students graduating with at least one of the 11 CCMR criteria is commensurate with highest performing local districts; the percentage of students who withdraw from CFBISD before high school graduation will decrease	Attendance and demographic study; tracking of where students enroll upon leaving CFBISD; Parent survey about choices, measuring an item that gauges interest in Montessori, dual	Beginning 2020-2021 or when academy starts, and ongoing

				language, and career explorations academies.	
3	<p>Expand CFB Stellar Academies</p> <ol style="list-style-type: none"> <li>Investigate mixed programs: Dual 2way / Arts Academy or Dual 2way / STEAM Academy at the elementary level</li> <li>Survey parents to determine future needs/wants</li> <li>Survey to evaluate the effectiveness of current programs</li> </ol>	Associate Superintendent	Ensure percentage of scores 3 or higher on AP Spanish and AP Human Geography (freshman year GT) will increase 2% each year	AP/College Board	2% increase each year in number of students earning 3 or higher on AP exams
6	Evaluate dual language options with additional languages (ex.Korean)	Associate Superintendent	Ensure dual credit Korean courses to be added to the DCCCD dual credit agreement; students completing middle school Korean dual language programming will be encouraged to take dual credit Korean courses during high school	DCCCD dual credit passing rate of Korean dual credit courses to meet or exceed the average passing rate of all dual credit courses	Add dual language programming 2021-2022 school year; add Korean I-Korean IV to DCCCD dual credit agreement 2020-2021 school year
7	<p>Increase number of students successfully engaged in CCMR coursework</p> <ol style="list-style-type: none"> <li>Utilize social media accounts to share positive news</li> <li>Survey businesses and stay abreast of industry standards</li> </ol>	Executive Director of CCMR	Use social media accounts to post weekly positive news regarding CCMR indicators from TEA's A-F accountability system, as well as enhancements to college access and success	Facebook, Instagram, and YouTube	Accounts to be created before the start of the 2020-2021 school year, and updated weekly with information
8	Educate families, staff regarding what programs and opportunities are available in district that will engage their interest and increase learning opportunities	Executive Director of CCMR	Align middle school and high school Career and Technical Education Programs of Study showcased in campus CTE brochures; Develop CCMR guide by 2020-2021 school year' videos on district webpage showcasing all Stellar programs	Videographer, website location for posting links to videos and guides; LMAM sessions to update staff on the district's opportunities for students	Guide development 2020-2021; yearly updates and yearly training

9.1	Bring revenue into district through CTE opportunities	Executive Director of CCMR	Continue to develop partnerships with DCCCD to include shared programming for CFBISD students and DCCCD students using CFBISD facilities; Network Operating Center (NOC) culinary and hospitality programming to serve convention attendees, evening and weekend special events, and morning coffee bar sales; floral arrangement sales available to the public from floral design programming; agriculture barn field trips for other school districts	Patient Care Technician enrollments of non-CFBISD students; Knock Events Center facilities; consumable supplies for culinary, hospitality, and floral design program use; facilities adjustments to upgrade agriculture facility to accommodate field trips and picnics	PCT programming to continue; Culinary and Hospitality programming to begin at RHS/Knoc Events Center 2020-2021; coffee bar and events food service to begin 2021-2022; agriculture field trip space to begin 2022-2023
9.2	Bring revenue into the district through CCMR performance outcomes bonuses	Executive Director of CCMR	The percentage of graduates who meet at least one CCMR indicator within the A-F accountability framework (excluding the CTE coherent sequence criterion that is scheduled to be discontinued as a CCMR indicator) will increase from 61% to 71% by August 2024. 1% increase yearly in the percentage of students earning an IBC on TEA's list. Monitor the increase in graduates enrolling in college the fall after high school graduation.	HB3 CCMR Performance Outcomes Bonus funding, 55% of which must be used to increase/support CCMR in grades 8-12	2% increase in overall CCMR yearly to 2024; re-evaluate each year after
10	Promote knowledge about necessities for college / career readiness to all students and families (ex: Dallas County Promise)	Executive Director of CCMR	Evaluate percentages of student completion of assigned activities in CCMR guidance platform; provide at least two college/career readiness presentations each year to	CCMR parent and student presentations; College Readiness timeline to grades 9-12 yearly; CCMR Guide to be developed and updated each year	2020-2021

			students and parents on each high school campus and two virtually at the district level	depicting CCMR and CTE; online CCMR guidance platform; Dallas County Promise videos to be posted for parents of student in grades 8-12	
11	<p>Research gaps in programming from other successful districts (ex: 8 period days)</p> <p>Research CFBISD's gaps in programs and postsecondary credential opportunities offered to students, compared to other successful districts</p>	Executive Director of CCMR	Improvement in student attendance, increase in industry certifications earned by students, percentage of students graduating on time, track growth in percentage of students participating in CTE programs; track growth in number of students completing CTE programs	Outreach to districts with successful CCMR and CTE programs that utilize an 8 period day, as well as districts that do not; additional training for CTE teachers regarding CCMR industry certifications; consideration of SAT/ACT prep class option during the school day for credit	2021-2022
12	Research / Develop partnerships with local business, churches, professionals to assist in programming / relationships (ex: P-TECH)	Coordinator of Workplace Learning and P-Tech	Increase in number of mentors and business partners working with students on each middle and high school campus in workplace learning environments; monitor correlation of the number of campus partnerships to CTE course participation rate in middle and high school, and in high school the number of certification exams attempted and passed, enrollment in practicum courses, and associates degrees pursued	<p>Continue meeting with local business and IHE partners through advisory boards, CCMR model designation meetings, and region 10 partners</p> <p>Examine local workforce demands through evaluations conducted by Interlink and other organizations tracking industry needs, such as certifications and degrees; recruit partners from high-demand fields</p> <p>Establish advisory board for each CTE program of study with a minimum of 3 industry partners each</p>	2020-2030



13	Propose specialized classes of career choices in high school so graduates will be prepared; most students graduating don't know what they want to be	Executive Director of CCMR	Evaluate enrollment in CTE principles courses; evaluate CCR course offerings and subsequent enrollment in CCR courses that offer high school credit such as MAPS, Path to College and Career, and local SAT/ACT prep; compare the rate of meeting college benchmark scores on SAT and ACT between the groups of students who completed the CCR courses to those who did not	State, national, and locally-developed CTE curriculum; SAT/ACT training for administrators and teachers, and SAT/ACT materials for students enrolled in SAT/ACT prep courses; consider school board approval of the innovative course "Path to College and Career"; additional teachers to offer new courses	2020-2021 and ongoing
14	Propose specialized classes for middle school student to have an idea of what they want to be; so if they go to academy in high school they won't regret the academy choice	Executive Director of CCMR	Increase in enrollment of 7th and 8th graders in middle school CTE courses that lead to a CTE program of study in high school (ex: Principles courses) or in courses that focus on college and career readiness objectives (Path to College and Career, if approved)	Advisory periods built into middle school students' schedules (2X/week for 45 minutes each with lessons provided by CCMR department); Principles CTE courses in middle school available to 7th and 8th graders; elementary school programs to assist students in identifying areas of interest before being presented with middle school CTE course options; videos showcasing each CTE program of study posted on the CFBISD CTE website; addition of a Path to College and Career (innovative course)	2020-2021 and ongoing

15	Offer a Data Visualization Literacy program in partnership with Texas Universities at the high school / Early College High School level	Executive Director of CCMR	Monitor enrollment in IT, coding and cybersecurity courses that lead to technology-based certifications and programs at local universities, along with participation in technology-related clubs and extracurricular competitions at the middle and high school-level	Advisory board member recommendations, networks created through regional coding and other technology-related competitions	2020-2021 and ongoing
16	Study and implement state legislation that supports the objective	Executive Director of CCMR	CCMR department to conduct regular interdepartmental meetings with Chiefs of School Leadership, Assessment and Accountability, Teaching and Learning, Bilingual/ESL, and Special Education to share information about state legislation and the impact on CCMR for students; Evaluate enrollment and demographic data for all CTE courses to identify future P-TECH pathways	HB3 funding for P-TECH and New Tech Network students (\$50/student)	2020-2022 and ongoing

<b>Objective 4: Develop, expand and implement quality early childhood education</b>					
<b>Measures:</b>	# of Pre-K programs % of students on level (+) by PK-3 (Numeracy)				
	<b>Action Steps:</b>	<b>Owner:</b>	<b>Measure:</b>	<b>Resources:</b>	<b>Timeline:</b>
1	Increase number of PreK enrollment to exceed 2,000 by 2030	Director of Strategic Initiatives	90% attain state reading and math levels	Grants; Funding; Instructional assistants and programs; Technology that can be	September, 2030

				used in the classroom	
2	Investigate the feasibility and effectiveness of Early Childhood Centers - PreK through 1	Director of Strategic Initiatives	Feasibility study		September 2023
3	Expand Early Childhood learning to include 3 year olds	Coordinator of Early Literacy	Enroll 1000 3 year old students by 2025	Funding sources for 3 year olds; community partnerships	September 2025
4	Adopt viable, appropriate curriculum for PreK-3 year olds and PreK 4 year olds	Coordinator of Early Literacy/curriculum adoption committee	Recommendation for Board approval of adoption Spring 2021	TIMA funds	Spring 2021
5	Locate and offer research based professional learning opportunities to educators that support early childhood education (PK 3 and PK4)	Coordinator of Early Literacy	90% of PreK students score Kindergarten Ready on TxKEA		Fall 2025
6	Offer PreK, Kindergarten, 1st summer reading enrichment	Director of Elementary Language Arts	Plans fully developed		Summer 2022
7	Determine feasibility of Universal Pre K	Director of Strategic Initiatives	Feasibility study		September 2023

## Optimize Facility, Safety & Security, and Infrastructure to be adaptable to student needs

<b>Objective 1:</b>	<b>Develop and implement a framework for passage of follow-up bond programs every 4 years</b>				
<b>Measures:</b>	Successful presentation and adoption of a bond program every 4 years				
	<b>Action Steps:</b>	<b>Owner:</b>	<b>Measure:</b>	<b>Resources:</b>	<b>Timeline:</b>
1	District updates annual needs assessment	District	100% fully assessed report for all CFB campuses submitted to District Bond Committee on time	Internal and external assessments; Personnel; Time	Yearly / Annual
2	Community bond committee receives, reviews and reports assessments to the School Board	CBC and Committee Chair	100% of assessments are received, reviewed and a recommendation is made and passed on	\$500 or so for planning meeting supplies	Yearly
3	Bond election completed then bond advisory committee group established to transition from pre-bond set up to post-bond maintenance	District	100% of advisory group maintaining bond program	Personnel; Time	Yearly checks by bond advisory but elections as required (typically every 4 years)

<b>Objective 2:</b>	<b>Design and maintain facilities to be adaptable to changing learning experiences and student engagement</b>				
<b>Measures:</b>	# of facilities redesigned and modified				
	<b>Action Steps:</b>	<b>Owner:</b>	<b>Measure:</b>	<b>Resources:</b>	<b>Timeline:</b>
1	Implement a facility improvement process; Consideration of spaces / flexibility - community use for facilities	Chief Operations Officers	100% completion of a process	Facility, security, district personnel; Campus leadership	1st six months
2	Prioritize and execute campus projects	Chief Operations Officers	100% execution of prioritized projects	Facility improvement committee; District funds	Quarterly
3	Conduct impact analysis for further refinement of improvements	Chief Operations Officers	100% analysis conducted for campus with prioritized and communication back to campus	District staff; Facility personnel; Counselors; Board of Trustees	Annually

<b>Objective 3:</b>	<b>Implement in all school facilities safety and security measures that meet the need of the whole person</b>				
<b>Measures:</b>	# of safety and security measures implemented % of students, teachers and staff feeling safe # of facilities modified				
	<b>Action Steps:</b>	<b>Owner:</b>	<b>Measure:</b>	<b>Resources:</b>	<b>Timeline:</b>
1	Organize needs assessment with architect, district, security, counselors per campus	District Council and Security	100% plans created and implemented	Contracted personnel	Annually
2	Establish district-wide security protocol based on needs assessment	Director of Security	100% protocol established and communicated	Personnel time; Money; Campus, district, individual staff training	Annually
3	Annual security audit for district	Director of Security	100% of security reviewed throughout district	Personnel; Time	Annually

# Optimize Community Engagement

Objective 1: Create district-wide consistency regarding rules / policies involving family, parent and volunteer engagement					
Measures:					
# of parents / family members volunteers established % of parents / family members volunteers retained % of parents / family members volunteers reporting a good experience % of schools reporting a good experience					
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Background checks	District Personnel	100% completed databases; Accessible by campuses	District website	100% completion ongoing-accessibility on database 2021-2022
2	Volunteer / partnership recruiting	Comm Dept; District Council; Campus PTA; Create and hire employee to focus on parent / family engagement	1 night per year (Aug - Sept) through a "showcase"	Flyers around city, cable access, city / community events; Stronger support for PTA and Booster Clubs	Start of 2020-2021 school year
3	Volunteer website	Communications Department	Informatively accessible - has survey about user experience	Personnel data; District website	Summer 2020
4	Volunteer training (offered in person & online throughout the year)	Communications Department; District Student Services	100% participation	CNA	Ongoing / annual mandatory training
5	Create volunteer opportunities on each campus	Principals	CIP	CNA, PTA, Public Relations Dept	Annually
6	Customer service	Communications Department	Mandatory staff training with focus on position - yearly	Corporate examples - Disney, Ritz, Southwest, CFA	Annually

<b>Objective 2:</b>	<b>Build and sustain intentional relationships with business, community, and civic organizations</b>				
<b>Measures:</b>	# of established relationships built % of retained relationships % of partners reporting a good experience % of schools reporting a good experience				
	<b>Action Steps:</b>	<b>Owner:</b>	<b>Measure:</b>	<b>Resources:</b>	<b>Timeline:</b>
1	Define partnerships according to district	Communications Department	100% of campuses are informed of definition as defined by Communications Dept	Website; Social media; PTA; Business community	1st six months
2	Develop district-wide committee made up of principals from all four areas of district	Communications Department	Digital survey; 100% for owner engagement and engagement of principals	100% of current partners are surveyed; Personnel time	Start of 2020-2021 school year
3	Develop outreach campaign to target potential partners	Communications Department	100% of potential partners surveyed	Digital survey; Marketing outreach	2020-2021

## Optimize Social & Emotional Health of all students

<b>Objective 1:</b>	<b>District will develop and implement professional learning for all educators on Social and Emotional Learning</b>				
<b>Measures:</b>	# of professional learning sessions offered focused on research based social and emotional practices % of teachers meeting district and campus learning requirements				
	<b>Action Steps:</b>	<b>Owner:</b>	<b>Measure:</b>	<b>Resources:</b>	<b>Timeline:</b>
1	Create and provide district-wide survey to conduct social and emotional learning needs assessment for teachers	Executive Director of CCMR; Communications	100% of surveys completed and submitted to all teachers	To be determined as needed by Administration	Complete by 2022
2	Use collected data to establish comprehensive plan	Executive Director CCMR & Team; Communications; Curriculum Directors	Provide all teachers 100% of training and resources needed to implement Expand current high school NEST curriculum	To be determined as needed by Administration	Complete by 2022
3	Identify, locate and offer resource needs to support specific plan	Executive Director CCMR & Team / Communications; Curriculum Directors	100% of campuses report data to district	To be determined as needed by Administration	Complete by 2022
4	Review and adjust learning each year	Executive Director CCMR & Team / Communications; Curriculum Directors	Final selection of program and / or policy for elementary, middle, high school	To be determined as needed by Administration	Complete by 2022
5	Provide ongoing social and emotional training and support to campuses every year	Executive Director of CCMR & Team	Data taken beginning, middle, end of year - three pieces of data per year	To be determined as needed by Administration	Annually

<b>Objective 2:</b>	<b>District will develop and implement Social and Emotional Learning practices for all students to:</b>				
	<ul style="list-style-type: none"> <li>○ <b>Master executive functions: focus, organize and self-regulate</b></li> <li>○ <b>Build and nurture healthy relationships among students, staff and family</b></li> </ul>				
<b>Measures:</b>	Pre and post surveys for students and teachers Discipline data				
	<b>Action Steps:</b>	<b>Owner:</b>	<b>Measure:</b>	<b>Resources:</b>	<b>Timeline:</b>



1	Create a district-wide committee with teachers, counselors, and campus administrators to determine executive functions students need to master	Executive Director CCMR & Team	100% of committee members identified and informed of objective	To be determined as needed by Administration	Complete by 2022
2	Locate, research and select research-based programs and / or practices that meet identified needs	Executive Director CCMR & Team	Final selection of program and / or policy for: elementary, middle, high school	Sanford Harmony and NEST Curriculum	Completed for elementary and high school. , Complete by 2022 for middle school
3	Establish a plan to implement selected plan(s) or program(s)	District and Campus Administrators	100% of plan is developed and implemented	To be determined as needed by Administration	In process, will complete in 2022
4	Provide teachers with the tools, resources, and training needed to begin implementation	District and Campus Administrators	Provide all teachers 100% of training and resources needed to implement	To be determined as needed by Administration	In process, will complete in 2022
5	Re-evaluate the selected plan(s) for program(s) every 5 years	Executive Director CCMR & Team	100% of campuses report data to district	To be determined as needed by Administration	

## Optimize all available Resources

<b>Objective 1:</b>	<b>Acquire and retain high quality personnel at all levels (all professional and support staff)</b>				
<b>Measures:</b>	# new hires # teacher retention # teacher attrition # returning teachers # support staff retention # support staff attrition				
	<b>Action Steps:</b>	<b>Owner:</b>	<b>Measure:</b>	<b>Resources:</b>	<b>Timeline:</b>
1	Publish (fully transparent) current pay and benefits for all positions	Human Resources; Instructional Technology	Within four weeks of Board approval	Personnel time	2020-2021
2	Accelerate hiring process	Campus; Department; Human Resources	48 hours from recommendation to offer to district letter	Campus; Department; Human Resources	2020
3	Conduct professional development for all staff	District; Campus	Professional development calendar	All Departments; Region 10; External Partners	2020
4	Develop strategies to retain good teachers and staff	Human Resources; Campus	#Staff retention	District data vs other districts	2020
5	Emphasis on recruiting diverse teacher population that represents the community	Human Resources; Campus	Demographic measure	District data	2020
6	Offer benefits to staff that differentiate us from neighboring districts	Human Resources	Comparison of districts	District data vs other districts	2020
7	Continue to monitor other districts to keep competitive salary schedule	Human Resources	Compensation survey	ATPE; TSTA; TFT	2020

<b>Objective 2:</b>	<b>Increase Student Enrollment</b>				
<b>Measures:</b>	# student enrollment				
	<b>Action Steps:</b>	<b>Owner:</b>	<b>Measure:</b>	<b>Resources:</b>	<b>Timeline:</b>

1	Evaluate programs to attract and maintain students	CCMR Department	# of students enrolled in each program and yearly change	CCMR Program Inventory	2020
2	Publicize outstanding programs and accomplishments	Communications Services	Social media metrics	Office of Communications Personnel	2020
3	Conduct competitive analysis of other districts, charter and private schools	Business Services	Reports	Contract; Chambers; Churches; R10; Regional Networks	2020
4	Maintain, strengthen and increase community partnerships to support student success	CCMR; Communications Services	# of community partnerships; Social media metrics	Contract; Chambers; Churches; R10; Regional Networks; Ambassador Program	2020

<b>Objective 3: Achieve maximum long-term financial sustainability</b>					
<b>Measures:</b>	Ratings from relevant agencies Tax rate Tax base Fund balance Staff ratio to student ratio				
	<b>Action Steps:</b>	<b>Owner:</b>	<b>Measure:</b>	<b>Resources:</b>	<b>Timeline:</b>
1	Training for business services	Business Services	Highest ratings	Texas Association School Business Officials	Annually
2	Evaluate campus and programs for resource reallocation	Business Services; Education Services	# students per campus; # apps / programs	Campus Leadership; Communications Services	Annually
3	Student attendance	Student Services	Student attendance	Attendance Clerk	Annually
4	Analyze staffing patterns and make recommendations	Human Resources; Campus Principals	TASB report	Human Resources; Business Services; Educational Services	Annually
5	Analyze demographic report	Business Services	Forecast report	Templeton	Every three years

<b>Objective 4: Optimize the quality of all facilities</b>					
<b>Measures:</b> % of facilities engaged in active learning Facility condition index Operational efficiency					
	<b>Action Steps:</b>	<b>Owner:</b>	<b>Measure:</b>	<b>Resources:</b>	<b>Timeline:</b>
1	Community engagement (promote and sustain)	Communications; Principals	# of groups and frequency	Campus Liaison	2020
2	Enhance curb appeal (year round)	Facilities	Community survey	City officials; Real estate agents: C.F.A.C.	2020
3	Propose bonds as needed	Facilities	Facility assessment	Bond Action Committee	2020
4	Facility use assessment	Facilities	Square feet / student	Bond Action Committee	2020
5	Create an operational efficiency indicator	Facilities	\$ / square feet	Bond Action Committee	2020
6	Evaluate transportation services	Facilities	Cost and quality for the child	Bond Action Committee	2020