Carrollton-Farmers Branch ISD District Plan 2030

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

Motto
High Expectations for ALL

Carrollton-Farmers Branch ISD

Dr. John E. Chapman, III, Superintendent

District Improvement Plan to be approved by the School Board on August 6, 2020

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

Mission

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepares 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.

Motto

High Expectations for ALL

Guiding Objectives

- Optimize engaging & diverse learning
- Optimize facility, safety, and security & infrastructure to be adaptable to student needs
- Optimize community engagement
- Optimize social and emotional health of all students
- Optimize all available resources

Board of Trustees

Name	Title
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Guillermo William Ramos	Vice President
Tara Hrbacek	Secretary
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John Mathews	Board Member
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Name	Title
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Dr. Dana West	Associate Superintendent for Teaching and Learning
Tracy Smith	Assistant Superintendent of School Leadership
Michelle Bailey	Assistant Superintendent of Student Support and Engagement
Margarita De La Rosa	Chief of School Leadership
Dr. Lance Hamlin	Chief of School Leadership
Susan Machayo	Chief of School Leadership
Jo Gillen	Executive Director College and Career Readiness
Dawn Parnell	Chief Communications Officer
Dr. Derrell Coleman	Chief of Staff
Malcolm Mulroney	Chief Operations Officer
Steve Bassett	Chief Financial Officer
Scott Monroe	Chief Technology Officer

District Improvement Committee Members

Business

Name	Title
Robert Dye	Mayor - Farmers Branch
Tracy Eubanks	President - Metrocrest Services
Erin Carney	President - Metrocrest Chamber of Commerce

Community

Name	Title
Kristen Brewer	Community Member
Pam Capener	Community Member
Mary Eisenmann	Community Member
Kari Enge	Community Member
Gina Mitchell	Community Member
Tammy Rude	Community Member
Tracy Rutan	Community Member
Meredith Watson	Community Member
Erin Webster	Community Member

Staff

Name	Title
Cathy Bulthuis	Blair Elementary
Julie Vandiver	Blanton Elementary
Marylin Hall	Carrollton Elementary
Suzanne Snead	Central Elementary
Lee Ann Starnes	Country Place Elementary
Gabriela Perez	Davis Elementary
Charles Buck	Farmers Branch Elementary
Alpa Salvi	Freeman Elementary
Yesenia Cervantes	Furneaux Elementary
Bianca Galvan	Good Elementary
Carol Phaling	Kent Elementary
Mitzi Thompson	Landry Elementary
Sehreen Lakhani	Las Colinas Elementary
Dawn Fisher	La Villita Elementary
Katie Cannon	McCoy Elementary

Name	Title
Elizabeth Watson	McKamy Elementary
Nicole Burnett	McLaughlin/Strickland Elementary
Lindsey Weems	McWhorter Elementary
Morgan Hobby	Rainwater Elementary
Haley Moffett	Riverchase Elementary
Tammy Chavira	Rosemeade Elementary
Richard Raleigh	Sheffield Elementary
Irving Alcantara	Stark Elementary
Yadel Alvarez	Thompson Elementary
Charlene Nance-Mannon	Blalack Middle School
Michelle Morris	Bush Middle School
Taylor Renft	Field Middle School
Katherine Broadwell	Long Middle School
Carrie Hajnal	Perry Middle School
Cali Delk	Polk Middle School
Shannon Elliott	Early College High School
Peter Cott	Creekview High School
Susan Stout	Mary Grimes Education Center
Ryan Sisak	Ranchview High School
Austin Harmon	Smith High School
Kelly Buechler	Turner High School
Robby Jayroe	Bea Salazar
Melanie Williams	Educational Services Division
Veronica Ogbeide	Marie Huie

Goals

Elementary Schools

EARLY LITERACY BOARD GOAL
The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 42% to 55 % by June 2024.

Yearly Target Goals					
2019	**2020**	**2021**	**2022**	**2023**	**2024**
42%	45%	47%	50%	52%	55%

Closing the Gaps Student Groups Yearly Targets										
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadvantaged	English Learners
2019	28%	36%	60%	n/a	69%	n/a	42%	17%	33%	32%
2020	31%	39%	62%	n/a	70%	n/a	44%	21%	36%	35%
2021	34%	42%	64%	n/a	72%	n/a	47%	24%	39%	38%
2022	38%	45%	66%	n/a	73%	n/a	50%	28%	42%	41%
2023	41%	48%	67%	n/a	75%	n/a	52%	32%	45%	44%
2024	44%	51%	69%	n/a	76%	n/a	55%	35%	48%	47%

EARLY MATHEMATICS BOARD GOAL
The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% to 55% by June 2024.

Yearly Target Goals					
2019	**2020**	**2021**	**2022**	**2023**	**2024**
45%	47%	49%	51%	53%	55%

Closing the Gaps Student Groups Yearly Targets									
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadvantaged	English Learners
2019	28%	40%	61%	n/a	80%	n/a	33%	25%	37%	38%
2020	31%	42%	62%	n/a	81%	n/a	36%	27%	40%	41%
2021	33%	45%	64%	n/a	81%	n/a	38%	30%	42%	43%
2022	36%	47%	65%	n/a	82%	n/a	41%	33%	44%	45%
2023	39%	49%	66%	n/a	83%	n/a	43%	36%	47%	47%
2024	41%	51%	68%	n/a	83%	n/a	46%	39%	49%	50%

Middle Schools

CLOSING THE GAPS – STUDENT SUCCESS STATUS

The percentage of All Grades / All Subjects that score meets grade level or above on STAAR/EOC tests will increase from 47% to 55 % by June 2024.

Yearly Target Goals					
2019	**2020**	**2021**	**2022**	**2023**	**2024**
47%	47%	49%	51%	53%	55%

Closing the Gaps Student Groups Yearly Targets										
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadvantaged	English Learners
2019	35%	42%	67%	50%	75%	61%	59%	25%	40%	38%
2020	35%	42%	67%	50%	75%	61%	59%	25%	40%	38%
2021	37%	44%	69%	52%	77%	63%	61%	27%	29%	40%
2022	39%	46%	71%	54%	79%	65%	63%	29%	31%	42%
2023	41%	48%	73%	56%	81%	67%	65%	31%	33%	44%
2024	43%	50%	75%	58%	83%	69%	67%	33%	35%	46%

60x30TX GOAL - ELAR

The percentage of 8th grade students that score meets grade level or above on STAAR Reading will increase from 49% to 57% by June 2024.

Yearly Target Goals					
2019	**2020**	**2021**	**2022**	**2023**	**2024**
49%	49%	51%	53%	55%	57%

Closing the Gaps Student Groups Yearly Targets										
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadvantaged	English Learners
2019	36%	44%	76%	71%	73%	n/a	84%	24%	42%	39%
2020	36%	44%	76%	71%	73%	n/a	84%	24%	42%	39%
2021	38%	46%	78%	73%	75%	n/a	86%	26%	44%	41%
2022	40%	42%	80%	75%	77%	n/a	88%	28%	46%	43%
2023	42%	44%	82%	77%	79%	n/a	90%	30%	48%	45%
2024	44%	46%	84%	79%	81%	n/a	92%	32%	50%	47%

60x30 TX GOAL - MATHEMATICS

The percentage of 8th grade students that score meets grade level or above on STAAR/EOC Mathematics will increase from 58% to 66% by June 2024.

Yearly Target Goals

2019	2020	2021	2022	2023	2024
58%	58%	60%	62%	64%	66%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadvantaged	English Learners
2019	40%	56%	75%	71%	85%	n/a	81%	29%	52%	54%
2020	40%	56%	75%	71%	85%	n/a	81%	29%	52%	54%
2021	42%	58%	77%	73%	87%	n/a	83%	31%	54%	56%
2022	44%	60%	79%	75%	89%	n/a	85%	33%	56%	58%
2023	46%	62%	81%	77%	91%	n/a	87%	35%	58%	60%
2024	48%	64%	83%	79%	93%	n/a	89%	37%	60%	62%

High Schools

Overall CCMR Goal: A-F CCMR Indicators Minus the CTE Coherent Sequence
The percentage of graduates who meet at least one college, career, or military readiness 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 69 % to 79 % by August 2024

Yearly Target Goals					
2019	**2020**	**2021**	**2022**	**2023**	**2024**
69%	71%	73%	75%	77%	79%

Closing the Gaps Student Groups Yearly Targets										
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadvantaged	English Learners
2019	48%	70%	76%	n/a	85%	n/a	69%	63%	67%	61%
2020	50%	72%	78%	n/a	87%	n/a	71%	65%	69%	63%
2021	52%	74%	80%	n/a	89%	n/a	73%	67%	71%	65%
2022	54%	76%	82%	n/a	91%	n/a	75%	69%	73%	67%
2023	56%	78%	84%	n/a	93%	n/a	77%	71%	75%	69%
2024	58%	80%	86%	n/a	95%	n/a	79%	73%	77%	71%

Progress Measure 1: Met TSI ELAR
The percentage of graduates who meet TSI criteria through SAT, ACT, TSIA, or a college preparatory course in ELAR will increase from 74 % to 84 % by August 2024

Yearly Target Goals					
2019	**2020**	**2021**	**2022**	**2023**	**2024**
74%	76%	78%	80%	82%	84%

Closing the Gaps Student Groups Yearly Targets									
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadvantaged	English Learners
2019	77%	68%	85%	n/a	87%	n/a	81%	38%	70%	33%
2020	79%	70%	87%	n/a	89%	n/a	83%	40%	72%	35%
2021	81%	72%	89%	n/a	91%	n/a	85%	42%	74%	37%
2022	83%	74%	91%	n/a	93%	n/a	87%	44%	76%	39%
2023	85%	76%	93%	n/a	95%	n/a	89%	46%	78%	41%
2024	87%	78%	95%	n/a	97%	n/a	91%	48%	80%	43%

Progress Measure 2: Met TSI Math
The percentage of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from 50 % to 60 %by June 2024

Yearly Target Goals					
2019	**2020**	**2021**	**2022**	**2023**	**2024**
50%	52%	54%	56%	58%	60%

Closing the Gaps Student Groups Yearly Targets									
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadvantaged	English Learners
2019	41%	43%	66%	n/a	81%	n/a	64%	13%	44%	26%
2020	43%	45%	68%	n/a	83%	n/a	66%	15%	46%	28%
2021	45%	47%	70%	n/a	85%	n/a	68%	17%	48%	30%
2022	47%	49%	72%	n/a	87%	n/a	70%	19%	50%	32%
2023	49%	51%	74%	n/a	89%	n/a	72%	21%	52%	34%
2024	51%	53%	76%	n/a	91%	n/a	74%	23%	54%	36%

Progress Measure 3: Earned TEA-Approved Industry-Based Certifications
The percentage of graduates who earn TEA-approved Industry-Based Certifications will increase from 5.9 % to 10.9 % by August 2024

Yearly Target Goals					
2019	**2020**	**2021**	**2022**	**2023**	**2024**
5.9%	6.9%	7.9%	8.9%	9.9%	10.9%

Closing the Gaps Student Groups Yearly Targets										
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadvantaged	English Learners
2019	1.5%	7.7%	5.3%	n/a	5.0%	n/a	2.3%	3.6%	6.0%	3.0%
2020	2.5%	8.7%	6.3%	n/a	6.0%	n/a	3.3%	4.6%	7.0%	4.0%
2021	3.5%	9.7%	7.3%	n/a	7.0%	n/a	4.3%	5.6%	8.0%	5.0%
2022	4.5%	10.7%	8.3%	n/a	8.0%	n/a	5.3%	6.6%	9.0%	6.0%
2023	5.5%	11.7%	9.3%	n/a	9.0%	n/a	6.3%	7.6%	10.0%	7.0%
2024	6.5%	12.7%	10.3%	n/a	10.0%	n/a	7.3%	8.6%	11.0%	8.0%

Comprehensive Needs Assessment

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

District Demographics

The staff at Carrollton-Farmers Branch ISD include 1,711 teachers, 404 professional support staff, 1,065 auxiliary and paraprofessional staff, and 142 administrators.

The student population is 12.7% White, 16.7% African American, 55.5% Hispanic, 11.8% Asian, and 0.3% Native American.

Additionally, the district serves 65.4% economically disadvantaged students, 12.28% special education students, and 30.3% Limited English Proficient students.

Attendance rates include 94.4% African American, 94.9% Hispanic, 95.2% White, and 94.9% economically disadvantaged.

The most current data indicate the district has a 15.7% mobility rate.

Essential Action 1: Strong Leadership and Planning
District Organization

The following data were reviewed in relation to district organization:

a. PEIMS data

b. CTE licensures

c. TASB Survey

d. District Facility Campus Condition Report

e. Collaborative Vision 2030 Committee Feedback

Upon review of these data, several findings were noted. These findings include:

a. Drop of 6.4% in response to "My campus is clean and properly maintained."

b. 93% of the respondents feel safe in the classroom.

c. District enrollment has dropped.

d. Inconsistencies of offerings across campuses.

e. Bond funds are not extending as far as we need them to.

Areas of need include:

a. Increase in student enrollment.

b. Increase school readiness for PreK students.

c. Increase in dual credit course offerings

d. Increase in certification offerings for high school students.

e. Review and improve program offerings across the district.

f. Address aging buildings.

Essential Action 1: Strong Leadership and Planning
District Organization
g. Plan for bond referendum every 4 years.

Essential Action 2: Effective Well Supported Teachers
Staff Quality, Recruitment, and Retention

The following data were reviewed in relation to staff quality, recruitment, and retention:

a. Upbeat Survey
b. District comparisons regarding compensation
c. District TAPR Report

Upon review of these data, several findings were noted. These findings include:

a. The district increased its overall ranking regarding beginning teacher pay compared to select district in our area.
b. The percentage responding favorably to the statement, "I could earn a better salary in a nearby school or school district for doing the same job," decreased by 13.9%.
c. Seventy-eight percent of the staff responding agreed with the statement, "The additional support my school provides to new teachers helps them succeed with their students."
d. Eighty-eight percent of the staff responding feel they would recommend the district to a friend as a good place to work.
e. The demographics of the staff do not mirror the demographics of the district.

Areas of need include:

a. Continued emphasis on the recruitment of a diverse teaching population.
b. Focus on continuous recruitment
c. Increased feedback to teachers regarding their teaching practices
d. Continued development of strategies to recruit staff members that represent our diverse community
e. Continued development of strategies to retain teachers.
f. Continued benchmarking of the district in regard to competitive salary schedules.

Essential Action 3: Positive Culture
District Culture, Climate, and Organization

The following data were reviewed in relation to district culture, climate, and organization:

a. YouthTruth Survey Data
b. Discipline referrals

Essential Action 3: Positive Culture
District Culture, Climate, and Organization

c. Upbeat Survey

d. Collaborative Vision 2030 Committee Feedback

Upon review of these data, several findings were noted. These findings include:

a. Inequities exist between district subpopulations.

b. Special education students continue to struggle with educational opportunities,

c. A disproportionate amount of African American students are removed from classrooms (ISS, OSS and DAEP).

d. Students' perceptions indicate that they believe the work they do in the classroom could increase in rigor.

e. Students' perceptions of treating their teachers with respect and being treated with respect by their teachers is below the national average

f. The percentage of elementary students saying they enjoy coming to school is 1% below the national average.

g. 76% of the respondents stated that, "Teachers are recognized publicly when they do outstanding work." This is a 4.7% decrease.

h. Cultural barriers and fears.

Areas of need include:

a. Continued professional development regarding strategies to work with at risk students

b. Continued development of strategies to recruit and retain students

c. Increased support for students experiencing behavioral concerns

d. Continued training for staff regarding trauma informed schools and educational equity

Family and Community Involvement

The following data were reviewed in relation to family and community involvement:

a. Website and social media usage

b. Parent involvement in district events

c. Teacher feedback

d. Collaborative Vision 2030 Committee Feedback

Upon review of these data, several findings were noted. These findings include:

a. Parents and community members would like more offerings for their children.

b. The district exceeded its goal in regard to the number of partnerships by approximately 100 partnerships.

c. The district exceeded its goal by 5% on those saying they feel satisfied with the district as a whole.

d. The district website is not easy to navigate.

e. 95% of the responding parents said they feel welcome in CFBISD schools.

f. Attendance at district events could be strengthened.

Family and Community Involvement

g. More parental interaction is needed.

Areas of need include:

a. Continue development a system to increase information to parents.
b. Investigate additional programming to increase student engagement and parental choice.
c. Continue development of a system to engage community/parental involvement at the campus/district level.
d. Increase the percentage of parents responding to district surveys and requests for information.
e. Investigate district processes that involve interaction with parents and look for ways to streamline and eliminate redundancy.
f. Continue to increase opportunities to engage parents who speak a language other than English.
g. Continue to find ways to share CFB's story

Essential Action 4: High Quality Curriculum
Curriculum, Instruction, and Assessment

The following data were reviewed in relation to curriculum, instruction, and assessment:

a. STAAR scores
b. MAP data
c. ACT, SAT, PSAT data
d. Youth Truth data
e. Collaborative Vision 2030 Committee Feedback

Upon review of these data, several findings were noted. These findings include:

a. The district received an overall B ranking in the state accountability system with an 87 as the grade, a 9 point increase from the previous year.
b. The percentage of students reading on level rose by 1% in kindergarten and first grade and dropped by 2% in 2nd grade
c. The percentage of students responding to "my teacher asks me to explain my thinking" increased, while the percentage responding that "the work really makes me think" decreased.
d. The percentage of students making annual progress according to MAP increased in reading, but decreased overall in mathematics and science.
e. Students' perceptions indicate that they believe the work they do in class could be more rigorous.
f. Fine arts programs are phenomenal and acknowledged in the US.

Areas of need include:

a. Increase use of data disaggregation to pinpoint appropriate instructional entry points
b. Increased rigor and relevance of curriculum and instruction
c. Continued professional development regarding critical thinking

Essential Action 4: High Quality Curriculum
Curriculum, Instruction, and Assessment
d.   Increased use of digital literacy in real and relevant ways to give purpose to learning

Technology
The following data were reviewed in relation to technology: a.   Website and social media use b.   Technology surveys c.   Principal feedback d.   District technology inventories **Upon review of these data, several findings were noted. These findings include:** a.   Increase in the number of Gaggle account alerts. b.   The district's telephony and operations gear has exceeded its life expectancy. c.   Many students do not have digital connectivity in their homes. d.   Connectivity issues occur at campuses intermittently as additional devices are added. **Areas of need include:** a.   Increase in technology devices to be taken home by students at all grade levels. b.   Need for increased connectivity at home. c.   Replacement of fiberoptic networks. d.   Replacement of the district phone network. e.   Final movement to the NOC. f.   Purchase of a system to provide information to parents. g.   Purchase or development of a new system to attract parent/community volunteers. h.   Increase teacher's knowledge of innovative online teaching methods. i.   Increase awareness of students, parents and staff regarding digital citizenship and appropriate use of technology.

Essential Action 5: Effective Instruction
Student Achievement
The following data were reviewed in relation to student achievement: a.   TAPR Report b.   STAAR Data

Essential Action 5: Effective Instruction
Student Achievement

c. MAP Data

d. Dual Credit achievement

e. ACT, SAT, PSAT

f. Youth Truth Data

g. Collaborative Visioning 2030

Upon review of these data, several findings were noted. These findings include:

a. The district remains within 5% of the national average with regard to students feeling their teachers care if they are really learning.

b. The district received an overall B ranking in the state accountability system with a score of 89.

c. Dual credit and advanced course completion rose 4% over the prior year.

d. The percentage of students reading on level rose by 1% in kindergarten and first grade and dropped by 2% in 2nd grade.

e. The percentage of students responding to "my teacher asks me to explain my thinking" increased, while the percentage responding that "the work really makes me think" decreased.

f. The percentage of students making annual progress according to MAP increased in reading, but decreased overall in mathematics and science.

g. The percentage of students earning CTE certification or licensure increased by 18%.

h. Participation in fine arts increased 3.6%, while participation in athletics decreased by 2%.

i. Eleven campuses identified for Targeted Support.

j. Inconsistencies among campus offerings.

Areas of need include:

a. Continued focus on critical thinking skills across the content areas with a focus on instruction and professional development.

b. Continued focus on instruction in literacy: listening, speaking, reading and writing.

c. Continued focus on students reading on level by the end of 3rd grade.

d. Increased professional development regarding strategies to meet the needs of second language learners, students with learning differences,and students performing below grade level.

e. Evaluation of dual credit offerings.

f. Expand partnerships with business, community and educational entities.

g. Continue to enhance systems to observe and provide actionable feedback regarding curriculum and instruction throughout the district.

h. Continue to investigate opportunities and training to promote student ownership of the learning.

i. Expand support to campuses experiencing downward or stagnant academic trends

j. Develop/refine systems for monitoring/providing services for subpopulations identified by the state and federal accountability targets

Action Plan

	2020-2021 ACTION PLAN				
	Prioritized Lever #1	**Prioritized Lever #2**	**Prioritized Lever #3**	**Prioritized Lever #4**	**Prioritized Lever #5**
Essential Action	**Essential Action 1: Strong Leadership & Planning** 1.1 Develop campus instructional leaders 1.2 Focused plan development and regular monitoring of implementation & outcomes	**Essential Action 2: Effective, Well-Supported Teachers** 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators 2.2 Build teacher capacity through observation and feedback cycles 2.3 Build teacher capacity through professional development.	**Essential Action 3: Positive Culture** 3.1 Aligned values focused on a safe environment 3.2 Behavioral and management expectations for students and staff 3.3 Proactive support service 3.4 Involve families and community	**Essential Action 4: High-Quality Curriculum** 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence	**Essential Action 5: Effective Instruction** 5.1 Objective-driven daily lesson plans with formative assessments 5.2 Effective classroom routines and instructional strategies 5.3 Data-driven instruction 5.4 RTI for students with learning gaps
Desired Annual Outcome	1. All staff will be trained on and implement the Solution Tree PLC framework. 2. A principal supervision model will be implemented to set a strong achievement focused culture throughout the district. 3. Campus & District Improvement Plans will be monitored on a quarterly basis by campus administration and principal supervisor.	1. All teachers will receive face-to-face feedback from campus administrators, coaches or specialists. 2. Administration will utilized T-TESS and T-PESS observation tools to provide specific feedback on classroom/school instructional practices. 3. All identified staff will receive training in the Science of Teaching Reading through Reading Academies.	1. Routines and procedures for common areas will be delineated, posted, taught and followed at all campuses. 2. Strong relationships will be built (student/student, student/teacher, parent/staff and staff/staff) and restorative practices utilized throughout the district when relationships are damaged.	1. An aligned assessment system will be in place to determine students' strengths and misconceptions. 2. Curriculum will be modified to address students missing the last nine weeks of the 2019-2020 school year.	1. All campuses will utilized Data Driven Instruction (DDI) meetings to evaluate student learning. 2. Information gained during DDI meetings will be utilized to differentiate instruction for student groups.

Goal 1: Optimize Engaging and Diverse Learning

Assessment								
Milestones/ Strategies	**Prioritized Lever**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Information for Quarterly Evaluation**	
							Progress toward Milestone	**Necessary Adjustments / Next Steps**
a. Create a coordinated assessment system to track student achievement and growth from PreK to 12th grade	4	July 2020	1. Aware; MAP	Assistant Superintendents	Progress monitoring tools in place for all grade levels	August 2020		
b. Train administrators, directors, coaches and staff to utilize data protocols to determine instructional next steps	4	July 2020	1. Region X; Data Driven Instruction	Assistant Superintendents; Chiefs of School Leadership	Videos of DDI Meetings	May 2021		
c. Develop formative and summative assessments to support Data Driven Instruction (DDI)	4	June 2020		Curriculum Directors	Assessment data	Quarterly		
d. Increase the level of rigor in instruction and assessments to increase the percentage of College Ready Graduates	4	July 2020		Content Directors	EOC Results; SAT/ACT	June 2021		

Instructional Focus								
Milestones/ Strategies	**Prioritized Lever**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Information for Quarterly Evaluation**	
							Progress toward Milestone	**Necessary Adjustments / Next Steps**
a. Utilize Professional Learning Communities (PLCs) to deepen teacher's understanding of curriculum differentiation and best practices	5	August	1. Professional Learning Community Training for Principals and Directors	Associate Superintendents	Videotapes of PLCs; surveys	May 2021		
b. Survey parents regarding expansion of CFB Stellar Academies including the feasibility of Montessori school and dual language options for Korean	1	September 2020		Chief Communications Officer/ Associate Superintendent	Survey results	November 2020		

	Prioritized Lever	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	
c. Adopt new curriculum for PreK	4	September 2020	1. Curriculum Resources	Director of Elementary Language Arts; Director of Elementary Mathematics	PreK Adoption	April 2021	
d. Increase percentage of students meeting the CCMR standard	5	August 2020		Secondary Curriculum Directors	EOC Results	June 2021	

Leadership and Planning								
							Information for Quarterly Evaluation	
Milestones/ Strategies	**Prioritized Lever**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
a. Provide foundational training for all principals: *Solution Tree - Professional Learning Communities *Deloitte's Courageous Principals training program (Year 1)	1	July 2020		Associate Superintendent	List of principals trained	June 2021		
b. Evaluate the progress of CFB's STEAM Gifted Academy at Landry for 1st through 5th grade	1	August2020		Executive Director of Advanced Academic Services/Chief of School Leadership	Pictures; Survey	May 2021		
c. Prepare for possible online learning in light of possible closures due to COVID-19 *Professional Development regarding best practices *Technology Deployment *Curriculum *Online learning platforms	1	July 2020		Associate Superintendent; Chief Technology Officer	Optimizing Outcomes; Online curriculum	June 2021		
d. Train Principal Supervisors and principals in T-PESS	1	July 2020		Chiefs of School Leadership	Sign in Sheets; Certificates	August 2020		
e. Advocate and plan for partnerships with Dallas	1	June 2020		Executive Director of	Communication with Dallas	June 2021		

					CCMR	County Promise; Plan		
	County Promise to incorporate all high school campuses							
f.	Train campus administrators and teachers in T-TESS	1	July 2020		Chiefs of School Leadership	Sign in Sheets; Certificates	August 2020	

Professional Development								
Milestones/ Strategies		**Prioritized Lever**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Information for Quarterly Evaluation**
								Progress toward Milestone / **Necessary Adjustments / Next Steps**
a.	Provide Reading Academies to teach the Science of Teaching Reading to all teachers of Kindergarten - 3rd grade, special education, Instructional Facilitators and elementary administrators	2	July 2020	1. Cohort Leaders (literacy coaches); 2. Training Stipends	Assistant Superintendents	Artifacts; Sign in sheets	June 2021	
b.	Train instructional teams from each campus on Data Driven Instruction (DDI)	2	July 2020	1. Region X	Chiefs of School Leadership	Videos of DDI Meetings	May 2021	
c.	Provide Coaching Training through Jim Knight's organization for district coaches and specialists	2	June 2020	1. Jim Knight Training	Assistant Superintendents	Sign in Sheets	August 2020	
d.	Provide professional development for special education teachers to help maximize student performance on state assessments	2	July 2020		Assistant Superintendents	Sign in Sheets	June 2021	
e.	Increase teacher's knowledge of language acquisition for Second Language Learners	2	August 2020		Directors of Bilingual/ESL	TELPAS scores	June 2021	

Response to Intervention								
Milestones/ Strategies		**Prioritized Lever**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward**	**Evidence Collection Date**	**Information for Quarterly Evaluation**
								Progress toward Milestone / **Necessary Adjustments / Next Steps**

						Milestone			
a. Continue the book study around Taking Action and utilize the information to begin dialogue regarding improvements to CFB's RtI process	5	August 2020			Associate Superintendent	Minutes and agendas from meetings; task force	June 2021		
b. Continue the district's work with ensuring mastery of Essential Standards in all grade levels and content areas	5	August 2020			Associate Superintendent	Minutes and agendas from meetings	June 2021		

CCMR									
								Information for Quarterly Evaluation	
Milestones/ Strategies	Prioritized Lever	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
a. Survey GT parents regarding choices for high school students	1	September 2020		Executive Director of Advanced Academic Services	Survey Results and prioritized next steps	January 2021		
b. Survey businesses to hear wants/needs	1	August 2020	1. Electronic survey to industry professionals in high-demand fields within the DFW region	Executive Director of CCMR	Survey results and next steps	December 2020		
c. Develop campus based CTE brochures and a districtwide CCMR guide	1	June 2020		Executive Director of CCMR	Brochures; CCMR Guide	January 2021		
d. Expand the district's culinary and hospitality program to the NOC and plan for implementation of the coffee bar in 2021-2022	1	August 2020	1. Culinary and hospitality curriculum/programming	Executive Director of CCMR	Events held at the NOC; Plan for Coffee Bar	June 2021		

Goal 2: Optimize Facility, Safety & Security, and Infrastructure to be adaptable to student needs

Framework for Passage of Follow-Up Bond Programs								
Milestones/ Strategies	Prioritized Lever	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Information for Quarterly Evaluation	
							Progress toward Milestone	Necessary Adjustments / Next Steps
a. Conduct an annual needs assessment for district facilities	3	October 2020		Chief Operating Officer	Evaluation Rubric	March 2021		
b. Review and report district needs assessment to School board and District Bond Committee	3	August 2020		Chief Operating Officer	Bond Advisory Meeting Notes	May 2021		
c. Prioritize and execute the work delineated through the bond referendum	3	July 2020		Chief Operating Officer	Project & Workflow Documents	May 2021		

Design & Maintain Facilities to Be Adaptable to Changing Learning Experiences & Student Engagement								
Milestones/ Strategies	Prioritized Lever	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Information for Quarterly Evaluation	
							Progress toward Milestone	Necessary Adjustments / Next Steps
a. Implement a facility improvement process taking into account spaces, flexibility and community use of facilities	2	July 2020		Chief Operating Officer	Document delineating the process	December 2020		
b. Refine and implement the district's work order system	2	July 2020		Chief Operating Officer	Evaluation of the system	March 2021		
c. Prioritize and execute campus projects	2	July 2020		Chief Operating Officer	Project progress and completion reports	June 2021		

Safety & Security								
Milestones/ Strategies	Prioritized Lever	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Information for Quarterly Evaluation	
							Progress toward Milestone	Necessary Adjustments / Next Steps

a. Work collaboratively with the Chief Operating Officer to ensure safety measures are incorporated into all district facilities	3	July 2020		Director of Security	Plans on target to meet timelines/safety requirements	June 2021	
b. Establish, review and/or revise district-wide security protocols	3	July 2020		Director of Security	District Safety Manual/ Procedures	May 2021	
c. Conduct an annual security audit for the district	3	September 2020		Director of Security	Audit Report	May 2021	

Goal 3: Optimize Community Engagement

Rules/Policies Involving Family, Parent and Volunteer Engagement								
Milestones/ Strategies	**Prioritized Lever**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Information for Quarterly Evaluation**	
							Progress toward Milestone	**Necessary Adjustments / Next Steps**
a. Create a background check database that can be accessible by campuses	3	June 2020	1. District website	Chief Communications Officer	Database	August 2020		
b. Recruit volunteers and community partners via a district "Showcase"	3	August 2020	1. Funding for flyers, cable access, etc.	Chief Communications Officer	Brochures and photos of the event	December 2020		
c. Create a volunteer website	3	June 2020	1. Website	Chief Communications Officer	Volunteer website	August 2020		
d. Provide volunteer training in person and online	3	August 2020		Chief Communications Officer	Training dates; List of participants	April 2021		
e. Provide training on customer service for district and campus employees	3	July 2020		Chief Communications Officer	Training dates; List of participants	April 2021		

Relationships with Business, Community and Civic Organizations								
Milestones/ Strategies	**Prioritized Lever**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Information for Quarterly Evaluation**	
							Progress toward Milestone	**Necessary Adjustments / Next Steps**
a. Define partnerships	3	June 2020	1. Website; Social Media; PTA; Business Community	Chief Communications Officer	Delineation of partnerships	August 2020		
b. Develop a district-wide committee of principals from all four areas of the district	3	June 2020		Chief Communications Officer	Committee membership; Agendas	August 2020		
c. Develop an outreach campaign to target potential partners	3	August 2020		Chief Communications Officer	Training dates; List of participants	April 2021		
	3	July 2020		Chief Communications Officer	Training dates; List of participants	April 2021		

Goal 4: Optimize Social & Emotional Health of all students

Professional Development: Social & Emotional Learning								
Milestones/ Strategies	**Prioritized Lever**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Information for Quarterly Evaluation**	
							Progress toward Milestone	**Necessary Adjustments / Next Steps**
a. Create and administer a district-wide survey to teachers to assess their needs for social and emotional learning	3	September 2020	1. Electronic survey	Executive Director of CCMR	Survey results	December 2020		
b. Develop a comprehensive plan for professional development utilizing the survey results	3	January 2021	1. Survey results; state counseling and mental health legislation	Executive Director of CCMR	PD Plan	June 2021		
c. Provide ongoing social and emotional training and support to campuses	3	August 2020	1. Sanford Harmony (PK-6), NEST (9-12), or district-developed curriculum (7-8)	Executive Director of CCMR	PD Calendar	May 2021		
d. Provide Restorative Practices training	3	August 2020	1. Sanford Harmony curriculum	Assistant Superintendents	Reduction in student removals from the instructional program	May 2021		

Social & Emotional Learning for All Students								
Milestones/ Strategies	**Prioritized Lever**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Information for Quarterly Evaluation**	
							Progress toward Milestone	**Necessary Adjustments / Next Steps**
a. Create a district-wide committee with teachers, counselors, and campus administrators to determine executive functions students need to master	3	July 2020		Executive Director of CCMR	List of executive functions	May 2021		
b. Implement Sanford Harmony Program for elementary students	3	August 2020		Directors of Student Services	Reduction in student removals from the instructional program	May 2021		
c. Continue Student Impact	3	August		Assistant	Survey Results	May 2021		

Programs to promote college awareness and enrollment		2020			Superintendents		
d. Provide training to all principals and counselors on the effective implementation of a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs	3	August 2020	1. Texas Model for Comprehensive School Counseling Programs		Executive Director of CCMR	Sign in sheets	May 2021

Goal 5: Optimize All Available Resources

High Quality Personnel								
Milestones/ Strategies	**Prioritized Lever**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Information for Quarterly Evaluation**	
							Progress toward Milestone	**Necessary Adjustments / Next Steps**
a. Publish current pay and benefits for all positions	2	May 2020		Chief of Staff	Published product	May 2021		
b. Develop strategies to retain quality teachers and staff	2	July 2020		Chief of Staff	Retention Plan	May 2021		
c. Emphasize recruiting diverse teacher candidates that represent the community	2	June 2020		Chief of Staff	Comparison of diversity of staff over the last 5 years	May 2021		
d. Develop a Task Force to work through steps needed to apply for Cohort D of the Teacher Incentive Allotment (TIA) created under HB3	2	July 2020		Assistant Superintendents	Application to TEA; Meeting agendas/minutes	May 2021		
e. Develop criteria for high quality teachers in grades Prekindergarten through 3rd grade	2	August 2020		Assistant Superintendents	Document delineating criteria	January 2021		

Student Enrollment								
Milestones/ Strategies	**Prioritized Lever**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Information for Quarterly Evaluation**	
							Progress toward Milestone	**Necessary Adjustments / Next Steps**
a. Develop a committee to determine strategies to increase PreKindergarten enrollment	3	July 2020		Coordinator of Federal Funds; Director of Strategic Initiatives	Reports showing number of students enrolled in PreK; Minutes and agendas from task force	May 2021		
b. Publicize outstanding programs and accomplishments	3	August 2020		Chief of Communications	Social media posts; increase in enrollment	May 2021		

| c. | Evaluate CCMR programs to attract and maintain students | 3 | July 2020 | 1. | Evaluation of CTE programs; Student interest survey | Executive Director of CCMR | Evaluation and action steps | May 2021 | | |

Long-Term Financial Sustainability										
							Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Information for Quarterly Evaluation	
	Milestones/ Strategies	Prioritized Lever	Timeline	Resources Needed		Person(s) Responsible			Progress toward Milestone	Necessary Adjustments / Next Steps
a.	Generate revenue through CCMR performance outcomes bonuses	3	August 2020	1.	ASVAB test	Executive Director of CCMR	Revenue reports	May 2021		
b.	Evaluate campus and programs for resource reallocation	3	July 2020			Chief Financial Officer	Evaluation	December 2020		
c.	Refine attendance processes and procedures to increase student attendance	3	July 2020			Assistant Superintendents	Attendance processes and procedures	January 2021		
d.	Analyze staffing patterns to look for efficiencies	3	June 2020			Chief Financial Officer	Staffing reports	May 2021		