

Carrollton-Farmers Branch Independent School District

District Improvement Plan

2023-2024



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 Statement

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 and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: August 14, 2023

Demographics

Demographics Summary

Educating more than 24,700 students across 38 campuses, Carrollton-Farmers Branch ISD is a hub of cultural diversity encompassing 53.42 miles in all or parts of six cities in Dallas and Denton counties. CFBISD embraces a population representing 70 countries and 55 different languages. The district welcomes all students and is committed to providing real-world opportunities for high achievement and success through technology-driven campuses, more than 60 programs of choice, and approximately 124 Career & Technical Education course options.

American Indian/Alaskan Native: 0.43%

Asian: 12.38%

Black/African American: 18.46%

Hispanic/Latino: 56.47%

Native Hawaiian/Pacific Islander: 0.07%

Two or More: 3.49%

White: 10.04%

Emergent Bilingual (EB): 38.96%

Special Education Services (SpEd): 17.76%

Economically Disadvantaged (ED): 67.44%

Demographics Strengths

Based on the 2022-2023 Summer PEIMS submission:

- 3,580 Students identified as Gifted and Talented (13.15%)
- Advanced Placement Recognitions 2022-2023:
 - 188 AP Scholars
 - 52 AP Scholars with Honors
 - 101 AP Scholars with Distinction
- Diverse population with significant growing numbers of Emergent Bilinguals
- Graduation Rate
 - Class of 2022 Four-Year Rate 92.6%
 - Class of 2021 Five-Year Rate 95.3%
 - Class of 2020 Six-Year Rate 96.7%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In 2022, 36% of Emergent Bilingual students progressed at least one or more proficiency levels on TELPAS **Root Cause:** 1. An inconsistent practice/expectation of looking at EB student data to identify instructional moves that yield improved outcomes. 2. Teachers are unfamiliar with the process of acquiring language and the moves necessary to develop it.

Problem Statement 2: The 4-year graduation rate for Emergent Bilingual students is nearly 9% points lower than all Students. Based on 2022 TAPR, the district's 4-year graduation rate for the Class of 2021 was 93.7%, whereas EB/EL was at 88.0%. **Root Cause:** 1. Inconsistent application of language acquisition strategies is utilized to accommodate Emergent Bilingual students. 2. Limited course offerings are available to support our high school Emergent Bilingual students.

Problem Statement 3 (Prioritized): African American students make up 18% of the total district enrollment yet represent 37% of disciplinary removals from the instructional setting. **Root Cause:** There continues to be a lack of cultural awareness and restorative/relational practices training in the district. Currently, 25% of the instructional staff have been trained in restorative practices.

Student Learning

Student Learning Summary

Student Learning

Across the district, student learning is focused on supporting students' mastery of the Essential Standards identified for each grade level and content. While teaching and learning have been challenging for the past couple of years, MAP scores are showing that students are meeting or exceeding their growth targets set for the year. The District Improvement Council (DIC) met during the spring of 2023 to evaluate the current District Improvement Plan (DIP) and consider data presented by Guiding Objectives. In addition, district-level Cabinet members led needs assessments with their teams and considered a variety of student academic achievement information and data, including district-based assessments, past STAAR scores, MAP scores, TAPR reports, CCMR data, and HB 3 goals. Differences were presented by the committee between student groups (special education, economically disadvantaged, and Emergent Bilingual (EB)) and grade levels. The committees also compared student achievement at the end of 2020 with the information available at the end of 2022. To the extent possible, information was disaggregated by student groups, including those identified as gifted and talented, EBs, at-risk, special education, and homeless. The findings below include information that rose to the top as the committee's most significant findings. This data then led to the development of the problem statements, which ultimately led to the goals and strategies listed in the DIP.

Summary of 2022 Elementary & Middle School Data

See Addendum A - Summary of 2022 Elementary & Middle School Data

The 2023 Spring STAAR 3-8 performance results are delayed by TEA due to the assessment redesign.

Based on the 2022 Spring STAAR 3-8 performance results:

Over the past three years, reading scores across 3rd-8th grade dropped between 10 and 20% points at the approaches level with the all-student group. This trend was noticed in all subpopulations, with Hispanic, African American, Emergent Bilingual, economically disadvantaged, and special education showing the most significant declines.

Mathematics experienced a more significant decrease, declining by 20-30% in scores. Students missed foundational skills due to the inability to use manipulatives and the inability to justify their answers in a virtual world. Basic computational skills showed the greatest decline across the elementary grades. The decline was also observable in middle schools as well, for many of the same reasons. Hispanic, African American, Emergent Bilingual, economically disadvantaged, and special education students were impacted in this area as well.

Science scores fell by 22 points in 5th grade and 15 points in 8th, and social studies fell by 13%. As with the other content areas, virtual learning and inconsistent instruction due to illness of students and staff prevented maximum student engagement and growth.

Summary of 2022 High School Data

See Addendum B - Summary of 2022 High School Data

Information regarding the preliminary 2023 Spring EOC performance results are detailed in the Student Learning Strengths below.

Based on the 2022 Spring EOC performance results:

EOC subject areas showed increases overall for the district from 2021 to 2022. The most significant increases came in Biology moving from 73% to 80% and Algebra 1 moving from 67% to 73%. Subpopulations that experienced significant increases in these subject areas were African American (73% -79% in Biology and 62%-66% in Algebra 1), Hispanic (66% to 76% in Biology and 62% to 71% in Algebra 1), Emergent Bilingual (62% to 71% in Biology and 61% to 68% in Algebra 1) and Special Education (47% to 59% in Biology). Economically Disadvantaged students also saw an increase of 10% points in Biology and 7% in Algebra 1. Social Studies data also indicated a 3% overall increase in achievement

among all students.

English I scores showed an increase of 56% to 59% overall and 60% to 66% in English II. Subpopulations with significant increases in English I and English II were Hispanic with a 7% increase in both subjects, African American with an 8% increase in English II, Economically Disadvantaged with an 8% increase in English II, and Emergent Bilinguals with an 8% increase in both subjects. Continuously Enrolled and Asian subpopulations experienced increases in all EOCs. While English I and English II saw slight decreases by 1% for White and a 2% decrease in English I for Special Education populations.

Overall 2022 STAAR Results

See Addendum C - Overall 2022 STAAR Results

Based on the data reported above, it stands to reason that at the All Student Level, deficits were also noted in ELA/Reading and Mathematics when all grade levels tested were combined. Decreases in scores in both subject areas were noted among African American, Hispanic Special Education, and Emergent Bilingual students. These groups were identified through the Comprehensive Needs Assessment as target areas for growth for the 2022-2023 school year.

Summary of 2022 TELPAS Results

See Addendum D - Summary of 2022 TELPAS Results

District TELPAS scores show that elementary students were more impacted by Covid learning loss than their secondary counterparts, where the average TELPAS score continued to increase. However, upon closer evaluation of secondary data, one can see that the number of students who continue as ELLs throughout their secondary career is increasing and the number of Newcomers in the district is also continuing to increase. Fewer 5th-grade students are meeting exit criteria which compounds this problem as students experienced a lack of opportunity to speak in a virtual world and the recommended changes to the elementary bilingual program have not been adequately implemented at this point.

Attendance, Drop Outs, and Graduation Rate

The attendance rate for the graduating class of 2021 decreased to 97.3%; and chronic absenteeism increased slightly by 0.5%. The dropout rate also increased slightly during this period to 4.3%. Emergent Bilingual (EB), African American and Special Education populations have a 2% or higher rate of dropout as compared to their peers.

The 4-year graduation rate for the class of 2022 was 92.6%, a drop of 1.1% from the class of 2021. The 5-year graduation rate for the class of 2021 was 95.3%, an increase of 0.9% from the class of 2020.

College, Career & Military Readiness

Within the graduating class of 2021, 67.5% percent of students met a College, Career, or Military Readiness indicator.

Based on preliminary indicators, students within the graduating class of 2022 are projected to meet 60% of College, Career, or Military Readiness indicators. The largest contributor to this decline was fewer students meeting performance indicators in ELA/R and mathematics on college readiness programs.

Regarding the district's TSI criteria, students from the graduating class of 2021 continued to perform better on the ELA/R assessment (64.8%) than the mathematics (50.9%). However, CFBISD outperformed the state in ELA/R by 8.7% and mathematics by 5.2%.

Student Learning Strengths

Based on the preliminary 2023 Spring EOC assessments gains were made across all 5 tested subject areas:

- Algebra I increased by 6%
- Biology increased by 8%
- English I increased by 10%
- English II increased by 5%
- US History increased by 8%

The attendance rate for the 2020-2021 school year was 97.3% which is above both the state (95.0%) and region (95.2%). With regard to chronic absenteeism, CFBISD was at 7.3% which was substantially lower than state (15.0%) and the region (13.7%). The annual drop out rate in 2020-2021 for students in grade 9-12 was 1.8% which is lower than the state (2.4%) and region (2.8%).

Within the graduating class of 2021, 67.5% percent of students met a College, Career, or Military Readiness indicator. This is above the state by 2.3% and the region by 2.2%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2022-23, Economically Disadvantaged students comprise 66% of student enrollment at Fall Snapshot. Based on the 2022 TAPR, the following scores were achieved Meets Grade Level or Above on STAAR: Subject Area All Students Eco Dis Reading 50% 40% Math 48% 39% **Root Cause:** PLC discussions are not sufficiently addressing the educational needs of children raised in poverty.

Problem Statement 2 (Prioritized): In 2022-23, African-American students comprised 18% of district enrollment at Fall Snapshot and have not performed at the same level as their peers at the Meets Grade Level or Above on STAAR in the All Grades/All Subjects area. All Students AA All Subjects/All Grades 44% 33% **Root Cause:** Despite PLC discussions, the needs of struggling AA students should be better addressed with properly planned interventions aligned to diagnostic data to support their learning and success.

Problem Statement 3 (Prioritized): For the past three years, students served by Special Education have not performed at the same level as their district peers at the Meets Grade Level or Above on STAAR in the All Grades/All Subjects area. All Students SpEd All Subjects/All Grades 44% 24% **Root Cause:** Students are receiving instruction in an environment other than one delivering Tier 1 instruction.

Problem Statement 4 (Prioritized): Students are not using digital literacy skills to their fullest potential in real and relevant ways to give purpose to learning. **Root Cause:** There is a need for more engaging learning opportunities.... (coding, STEM, technology integration) and a need for training teachers about designing innovative learning opportunities.

Problem Statement 5: The percentage of annual graduates earning a CCMR indicator dropped from 73% in 2019-20 to 68% in 2020-21. **Root Cause:** Inconsistent implementation of CCMR programming at the campus level, decreasing performance on college readiness assessments due in part to lack of research-based intervention, and gaps in information delivery to all stakeholders: parents and students don't receive information date of test, resources, or test results in a timely fashion.

Problem Statement 6 (Prioritized): Students at all grade levels are making uninformed choices about content they are trying to access online. **Root Cause:** Students, staff and parents are in need of ongoing instruction/training on digital citizenship and digital literacy skills

Problem Statement 7: African American students are disproportionately removed from class and placed in ISS In 22-23 40% of students removed from class and placed in ISS were African American. **Root Cause:** Limited use of progressive campus-wide discipline management plans, particularly at the secondary level.

District Processes & Programs

District Processes & Programs Summary

The district leadership team gathered information through Upbeat Survey, Google form surveys, exit interviews, department surveys, community collaborative, equity, and inclusion community collaboration meetings, equity and inclusion task force, program surveys, curriculum audit, and K-5 language arts reading dialogues.

District Framework

Interdepartmental support is the foundation of the CFBISD framework

- Teaching and Learning
- Special Services
- Operations and Facilities
- Student Services
- Finance
- Safety and Security
- Communications
- Human Resources
- Technology
- The implementation of Professional Learning Communities (PLCs) continues to evolve:
 - All campuses are engaged in the PLC process to develop instruction and promote teacher analysis/evaluation of instruction
 - High school campuses have had opportunities for growth during the first year of implementation of the PLC process
 - The master schedule, especially in middle school, needs to be modified to support PLC by creating common conference periods for teachers to be able to follow the PLC process effectively
 - Professional development training for teachers/staff about equity and inclusion
 - Professional development to provide culturally relevant lessons in class every day is needed
 - Build capacity using researched-based strategies to support EB improvement
 - Restructure Leadership Meetings to focus on district initiatives
- Culture

- Winter 2023 Faculty Upbeat Survey Responses
 - 81% of educators reported students being regularly engaged in learning activities
 - 85% of educators said that their campus supports teachers' belonging and well-being
 - 92% of teachers feel people at their school care about them
 - 78% of educators feel appreciated
 - 79% of educators feel safe
 - 87% of educators have developed a principal-teacher trust
 - 90% of educators feel successful as a teacher
- Panorama 2023 Spring Student Survey Responses
 - 74% of students responded favorably regarding the social connections between teachers and students within and beyond the classroom
 - 48% of students responded favorably on how much the behavior of other students hurt or helped their learning
 - 76% of students responded favorably about the prospect of having their teacher again
 - 66% of students expressed a favorable sense of belonging at their school

- Data

- Use data to inform classroom instruction
- Use data to inform practices and systems

- Observation and Feedback

- Continuing to grow and build capacity with instructional staff
- Follow a coaching model
 - Jim Knight; Impact Cycle instructionalcoaching.com

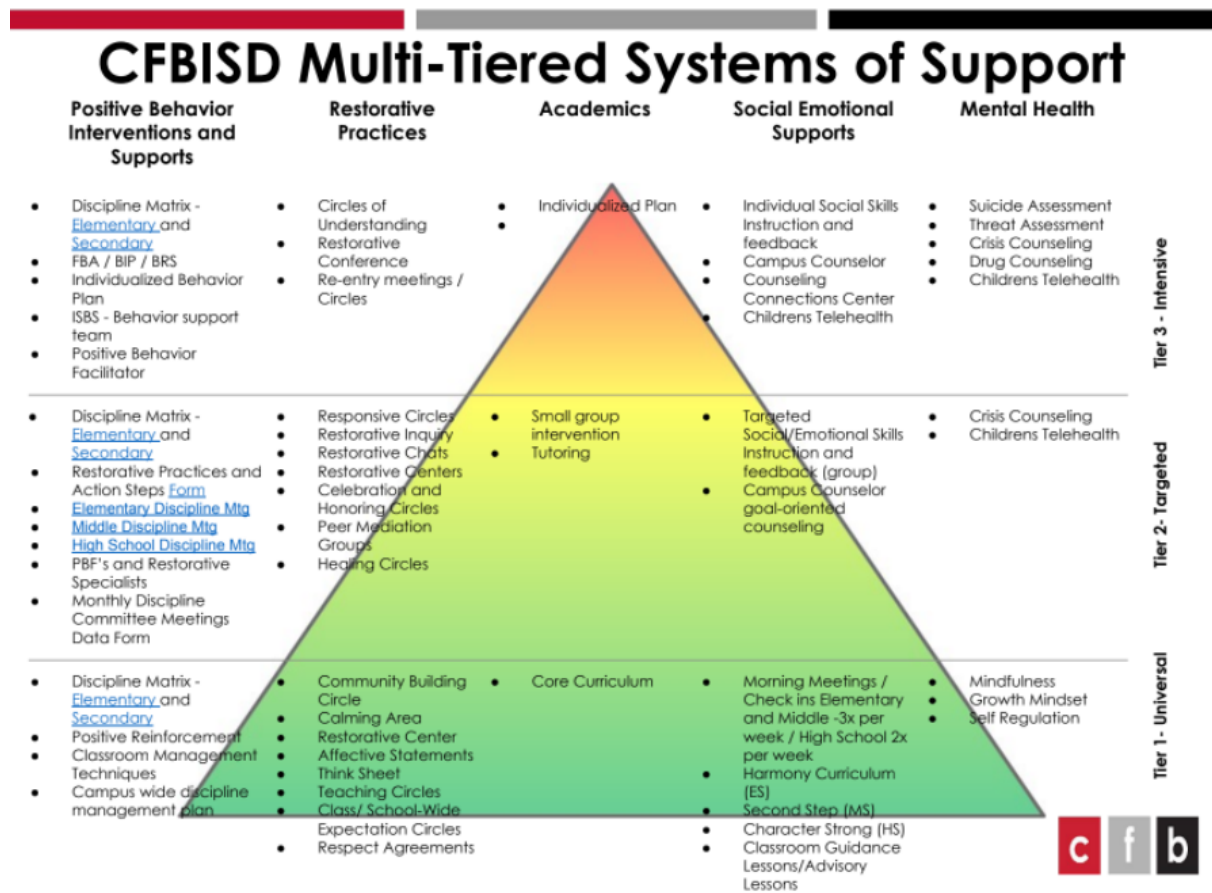
- [Multi-Tiered System of Supports](#) (MTSS)

- Continuing to evolve progress monitoring systems
 - Positive Behavior Interventions and Supports
 - Restorative Practices
 - Academics

- Social-Emotional Supports

- Mental Health

- Restructuring master schedules to support secondary Dyslexia students
- Effective intervention programs are needed for struggling students in all content areas
- Continue to train and implement systems for RtI with behavior support
- EB performance is low across the district while enrollment is increasing
- STAAR Scores drop dramatically after a transition year because there is a lack of vertical alignment across the district in transition years



- Restorative practices

- District-wide training for teachers and counselors K-12
 - Positive Behavior Facilitators (PBFs) and Behavior Resource Specialists (BRS)
 - Yearly training
 - Transitioning Restorative Interventionist staff positions to Positive Action Center positions to support behavior needs
 - High non-compliant behavior rates take away from instructional time
- Tier I Instruction
 - An evolving curriculum
 - High expectations for all
 - Instructional specialists, coaches, and teachers work well together to create a viable curriculum
 - Continue to require consistent expectations across campuses/district in regards to district initiatives and the instructional expectations
 - Support technology implementation in order to effectively use the technology at the high schools so that students can make better gains academically
 - Reading comprehension needs are high
 - Classroom rigor is TEKS aligned but has not yielded the needed results for STAAR "Meets or Masters" level, ACT, SAT, AP, and Dual Credit Scores
 - Continue to offer full-day Prek
 - Refining the OnRamps expectations at the four traditional high schools in order to support the dual enrollment option for students
 - There is no difference in the curriculum and instruction occurring in middle school classrooms for PreAp and General classrooms
 - Involve teachers in the revision of curriculum documents
 - Inconsistent implementation of programs & lessons across the district. (not staying w/scope & sequence also) Different campuses use different programs & when a student moves, their academic learning is impacted

District Processes & Programs Strengths

The district leadership team gathered information through Upbeat Survey, Google form surveys, exit interviews, department surveys, community collaborative, equity, and inclusion community collaboration meetings, equity and inclusion task force, program surveys, curriculum audit, and K-5 language arts reading dialogues.

- Continued growth in the CFBISD AVID program (elementary and secondary campuses)

- Funding for PSAT/SAT testing (CCMR)
- Funding for XELLO (CCMR)
- District-level CCMR Deans
- State-recognized Fine Arts program
- State-recognized Athletic programs
- Communities in Schools to support our student's SEL needs at the elementary and secondary levels. (12 campuses)
- Graduation Teams to support all comprehensive high schools
- Safety Net Acceleration Plan (SNAP) supports the whole child at all elementary and middle school campuses
- Counseling Connection Center supports students and families (after hours)
- TELE Health counseling services are provided virtually at all secondary campuses
- Training and support for teachers
 - New Hire Academy
 - Optimizing Outcomes
 - Academic PD Mondays
 - Aspiring Administrator Academy
 - On-campus Instructional coaches and specialist
- Training and support for Leadership
 - Aspiring Principal Leadership Academy
 - Optimizing Outcomes
 - Monthly leadership instructional meetings
 - Monthly leadership logistical meetings
 - Designated campus administration support through Chiefs of School Leadership

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): As we raise awareness of the importance of the learning environments the need for maintenance and custodial services increases **Root Cause:**

District Facilities Services is transitioning from focusing on reactive work to more proactive but needs to balance closing work orders with customer service and supporting the learning experience.

Problem Statement 2 (Prioritized): There has been an increase in felony substance use incidents over the past 3 years. In 2020-21, there were 6 unsafe disciplinary actions. In the 2021-22 school year, there were 58 unsafe disciplinary actions. In the 2022-23 school year, there were 177 unsafe discipline actions. **Root Cause:** 1. Lack of a robust preventative plan. 2. Mental health issues are on the rise. 3. Lack of tools and resources to support students' and families mental/emotional health. 4. Students have more access to felony/controlled substances.

Perceptions

Perceptions Summary

The CFB Way requires the district to model the Mission and Vision daily by examining the district's Beliefs regarding growing all students toward becoming CFBISD graduates. In conjunction with educators in the District, community stakeholders defined the attributes of a CFBISD graduate as ethical, socially and emotionally competent, critical thinker, adaptable, effective communicator, committed to their diverse community, and a global leader.

CFBISD champions the work being done in the classroom because teachers directly impact student growth and achievement.

The vision is that CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world. CFBISD leaders, educators, and other stakeholders must also be an exceptional learning community for our students to excel. Laser-like Professional Learning Communities focus on learning and growing together and optimize opportunities for students to have the most updated knowledge, skills, high-quality resources, and experiences that empower them to thrive in a complex, interconnected, and ever-changing world.

Positive student outcomes are a priority in CFBISD. However, to achieve favorable outcomes for students, the team knows that district efforts must underpin the work of students and teachers in each classroom. 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.

The district believes that excellence in learning for staff contributes to excellence in learning for students.

CFBISD Interdepartmental Support includes Teaching & Learning, Finance, Human Resources, Communications, Operations, and all other departments whose adults ensure that students are transported, fed, nursed, counseled, or perform jobs that reinforce the classroom.

Being a Professional Learning Community is also foundational. Professional Learning Communities design their efforts around four guiding questions:

1. What do we want our students to learn?
2. How will we know when they have learned it?
3. How will we respond if they experience difficulties?
4. How will we respond if they already know it?

The District acknowledges the belief in modeling a growth mindset for students, faculty, and staff ensures that areas for continuous improvement are sought.

Perceptions Strengths

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 and love of the whole student

Winter 2023 Staff Upbeat survey results show data that supports the District's Beliefs and attention toward continuous improvement:

87% of teachers shared that teachers at their school do meaningful work together in teams.

89% of teachers shared that opportunities are accessible to all teachers at their school, regardless of their race, ethnicity, culture, or other aspects of personal identity.

83% of staff shared that the principal in their school looks out for the well-being of employees.

91% of staff shared that their school is a welcoming community for newly hired employees.

91% of staff shared that leaders in their school respected staff, students, and families of all backgrounds.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Identification of CFBISD gifted and talented students is not within the 5% state recommended variance in regard to the district's ethnicity. **Root Cause:** Systems to effectively identify gifted and talented students need to be reexamined. There is difficulty in identifying unbiased assessments to assess aptitude.

Priority Problem Statements

Problem Statement 1: In 2022, 36% of Emergent Bilingual students progressed at least one or more proficiency levels on TELPAS

Root Cause 1: 1. An inconsistent practice/expectation of looking at EB student data to identify instructional moves that yield improved outcomes. 2. Teachers are unfamiliar with the process of acquiring language and the moves necessary to develop it.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In 2022-23, African-American students comprised 18% of district enrollment at Fall Snapshot and have not performed at the same level as their peers at the Meets Grade Level or Above on STAAR in the All Grades/All Subjects area. All Students AA All Subjects/All Grades 44% 33%

Root Cause 2: Despite PLC discussions, the needs of struggling AA students should be better addressed with properly planned interventions aligned to diagnostic data to support their learning and success.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: For the past three years, students served by Special Education have not performed at the same level as their district peers at the Meets Grade Level or Above on STAAR in the All Grades/All Subjects area. All Students SpEd All Subjects/All Grades 44% 24%

Root Cause 3: Students are receiving instruction in an environment other than one delivering Tier 1 instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In 2022-23, Economically Disadvantaged students comprise 66% of student enrollment at Fall Snapshot. Based on the 2022 TAPR, the following scores were achieved Meets Grade Level or Above on STAAR: Subject Area All Students Eco Dis Reading 50% 40% Math 48% 39%

Root Cause 4: PLC discussions are not sufficiently addressing the educational needs of children raised in poverty.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There has been an increase in felony substance use incidents over the past 3 years. In 2020-21, there were 6 unsafe disciplinary actions. In the 2021-22 school year, there were 58 unsafe disciplinary actions. In the 2022-23 school year, there were 177 unsafe discipline actions.

Root Cause 5: 1. Lack of a robust preventative plan. 2. Mental health issues are on the rise. 3. Lack of tools and resources to support students' and families mental/emotional health. 4. Students have more access to felony/controlled substances.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: Students are not using digital literacy skills to their fullest potential in real and relevant ways to give purpose to learning.

Root Cause 6: There is a need for more engaging learning opportunities.... (coding, STEM, technology integration) and a need for training teachers about designing innovative learning opportunities.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Students at all grade levels are making uninformed choices about content they are trying to access online.

Root Cause 7: Students, staff and parents are in need of ongoing instruction/training on digital citizenship and digital literacy skills

Problem Statement 7 Areas: Student Learning

Problem Statement 8: African American students make up 18% of the total district enrollment yet represent 37% of disciplinary removals from the instructional setting.

Root Cause 8: There continues to be a lack of cultural awareness and restorative/relational practices training in the district. Currently, 25% of the instructional staff have been trained in restorative practices.

Problem Statement 8 Areas: Demographics

Problem Statement 9: As we raise awareness of the importance of the learning environments the need for maintenance and custodial services increases

Root Cause 9: District Facilities Services is transitioning from focusing on reactive work to more proactive but needs to balance closing work orders with customer service and supporting the learning experience.

Problem Statement 9 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Objectives

Revised/Approved: April 24, 2023





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2024, the percentage of students at the All Subjects level will increase a minimum of 5% at the Meets level on STAAR.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide training on disciplinary literacy strategies and support their use in classrooms Strategy's Expected Result/Impact: Student gaps are filled and achievement is increased. - Math: Through the implementation of Building Thinking Classrooms in Math disciplinary literacy strategies and support will be used. - Social Studies: Through Instructional Leverage guidelines, goal setting, and classroom observations, social studies disciplinary literacy, including specific historical thinking skills and inquiry, will increase critical thinking in students because students are doing the work. - Science: Disciplinary literacy in science, including arguing from evidence, drawing conclusions based on data, and engaging in science and engineering practices, will increase through targeted professional development, classroom observations, and goal setting. Staff Responsible for Monitoring: Director of Secondary LA Director of Secondary Mathematics Director of Science Director of Social Studies Assistant Supt. of Special Services Assistant Supt. of Curriculum & Instruction Director of Digital Learning Executive Director of Advanced Academics Problem Statements: Student Learning 1 Funding Sources: Professional Development - 255 Title II - \$17,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Improve staff knowledge and use of formative assessments by focusing on staff and student understanding of learning targets and success criteria Strategy's Expected Result/Impact: Students are more engaged in learning and are able to monitor their progress toward goal achievement. - Math: Implementation of Building Thinking Classroom in Math and NCTM student engagement will increase, as well as thinking and understanding of instruction. Staff Responsible for Monitoring: Director of Secondary LA Director of Secondary Mathematics Director of Science Director of Social Studies Assistant Supt. of Special Services Assistant Supt. of Curriculum & Instruction Director of Digital Learning Executive Director of Advanced Academics Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: Professional Development - 255 Title II - \$17,000		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Provide training on small group instruction and differentiation and support the use in classrooms Strategy's Expected Result/Impact: Student gaps are filled and achievement is increased. - Math: Teacher videos and leadership through Building Thinking Classrooms in Math to train and support teachers with knowledge of how it works with our students. Staff Responsible for Monitoring: Director of Secondary LA Director of Secondary Mathematics Director of Science Director of Social Studies Assistant Supt. of Curriculum & Instruction Assistant Supt. of Special Services Director of Digital Learning Executive Director of Advanced Academics Results Driven Accountability - Equity Plan Problem Statements: Student Learning 1 Funding Sources: Professional Development - 255 Title II - \$17,000		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Create supplemental learning opportunities and experiences to build capacity and strengthen the quality and effectiveness of teachers, principals, and other educational leaders. Strategy's Expected Result/Impact: Increased capacity of instructional staff which positively impacts teaching and learning Staff Responsible for Monitoring: Director of Federal Funds Problem Statements: Student Learning 2 Funding Sources: Supplemental professional development - 255 Title II - \$753,360	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide high quality supplemental resources and staff to further support the campuses implementing a T1-Part A School-Wide program. Strategy's Expected Result/Impact: Further support student learning outcomes. Staff Responsible for Monitoring: Asst. Supt of Curriculum & Instruction and Director of Federal Funds Funding Sources: District Reservations - 211 Title I - \$735,583, Campus Allocations - 211 Title I - \$4,133,070	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Improve staff understanding and implementation of effective digital learning strategies into class instruction practices. Strategy's Expected Result/Impact: Increased capacity of instructional staff which positively impacts teaching and learning Staff Responsible for Monitoring: Director of Digital Learning Chief Technology Officer Problem Statements: Student Learning 4	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: In 2022-23, Economically Disadvantaged students comprise 66% of student enrollment at Fall Snapshot. Based on the 2022 TAPR, the following scores were achieved Meets Grade Level or Above on STAAR: Subject Area All Students Eco Dis Reading 50% 40% Math 48% 39% Root Cause: PLC discussions are not sufficiently addressing the educational needs of children raised in poverty.
Problem Statement 2: In 2022-23, African-American students comprised 18% of district enrollment at Fall Snapshot and have not performed at the same level as their peers at the Meets Grade Level or Above on STAAR in the All Grades/All Subjects area. All Students AA All Subjects/All Grades 44% 33% Root Cause: Despite PLC discussions, the needs of struggling AA students should be better addressed with properly planned interventions aligned to diagnostic data to support their learning and success.





Student Learning
Problem Statement 4: Students are not using digital literacy skills to their fullest potential in real and relevant ways to give purpose to learning. Root Cause: There is a need for more engaging learning opportunities.... (coding, STEM, technology integration) and a need for training teachers about designing innovative learning opportunities.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2024, the percentage of third-grade students at Meets and Masters level in reading will increase by 5% as measured by STAAR.

HB3 Guiding Objective

Evaluation Data Sources: STAAR; Fountas & Pinnell assessments; District Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Progress monitor foundational skill data on third-grade students reading below grade level twice per quarter to determine next instructional steps. Strategy's Expected Result/Impact: Overall increased achievement in student reading levels. Staff Responsible for Monitoring: Director of Elementary Language Arts Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize instructional coaches to help teachers analyze diagnostic screening data and progress monitoring results twice a quarter on students reading below grade level and use data to design small group instruction. Strategy's Expected Result/Impact: Increase in percent of students achieving meets/masters on STAAR. Staff Responsible for Monitoring: Director of Elementary Language Arts Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Embed extended constructed response opportunities in each reading unit and utilize coaches to help analyze data in PLCs. Strategy's Expected Result/Impact: Increased percentages in students at Meets and Masters percentages in STAAR. Staff Responsible for Monitoring: Director of Elementary Language Arts Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2 Problem Statements:

Student Learning





Problem Statement 1: In 2022-23, Economically Disadvantaged students comprise 66% of student enrollment at Fall Snapshot. Based on the 2022 TAPR, the following scores were achieved Meets Grade Level or Above on STAAR: Subject Area All Students Eco Dis Reading 50% 40% Math 48% 39% **Root Cause:** PLC discussions are not sufficiently addressing the educational needs of children raised in poverty.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2024, the percentage of 3rd Grade students at the Meets or Masters level in mathematics will increase 5% as measured on STAAR.

HB3 Guiding Objective

Evaluation Data Sources: STAAR; District Common Formative Assessments; NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Provide training on disciplinary literacy strategies and support their use in classrooms Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Improve staff knowledge and use of formative assessments by focusing on staff and student understanding of learning targets and success criteria Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide training on small group instruction and differentiation and support the use in classrooms Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3 Problem Statements:





Student Learning
Problem Statement 1: In 2022-23, Economically Disadvantaged students comprise 66% of student enrollment at Fall Snapshot. Based on the 2022 TAPR, the following scores were achieved Meets Grade Level or Above on STAAR: Subject Area All Students Eco Dis Reading 50% 40% Math 48% 39% Root Cause: PLC discussions are not sufficiently addressing the educational needs of children raised in poverty.
Problem Statement 3: For the past three years, students served by Special Education have not performed at the same level as their district peers at the Meets Grade Level or Above on STAAR in the All Grades/All Subjects area. All Students SpEd All Subjects/All Grades 44% 24% Root Cause: Students are receiving instruction in an environment other than one delivering Tier 1 instruction.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2025, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2024 TELPAS will increase by 5%.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Utilize sheltered instruction strategies that will increase comprehensibility, interactions, and language production in all subject areas Strategy's Expected Result/Impact: Students will be able to access on-grade level curriculum while building their language. Students will have the opportunity to read, write, and discuss in academic settings. The percentage of Emergent Bilinguals meeting Content MAP growth expectations will increase by 5%. Staff Responsible for Monitoring: Director of Elementary Bilingual/ESL Director of Secondary Bilingual/ESL Equity Plan Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide supplemental support and resources to ensure that English Learners attain language proficiency and develop high levels of academic English language. Strategy's Expected Result/Impact: The number of students meeting reclassification criteria will increase by 5% at the end of the school year. Staff Responsible for Monitoring: Directors of Bilingual/ESL Programs & Director of Federal Funds Problem Statements: Demographics 1 Funding Sources: Supplemental resources and tutoring opportunities - 263 Title III ELA - \$873,797, Supplemental resources and tutoring opportunities - 262 Title III Imm - \$262,336	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase Accountable Talk in every subject and classroom Strategy's Expected Result/Impact: Through Accountable Talk, students will support their ideas and deepen their understanding of content. As the students participate in rich structured classroom discussions, they build their oral language as demonstrated by the speaking and listening domains of TELPAS. The percentage of students making at least one level of growth in Speaking and Listening combined will increase by 5% Staff Responsible for Monitoring: Director of Elementary Bilingual/ESL Director of Secondary Bilingual/ESL Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 4 Problem Statements:





Demographics
Problem Statement 1: In 2022, 36% of Emergent Bilingual students progressed at least one or more proficiency levels on TELPAS Root Cause: 1. An inconsistent practice/ expectation of looking at EB student data to identify instructional moves that yield improved outcomes. 2. Teachers are unfamiliar with the process of acquiring language and the moves necessary to develop it.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By May 2024, students receiving services through Special Services will increase performance by 5% at the Meets level on STAAR as measured across all subjects and all grade levels tested.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide training and support for strategies to support expression, representation and engagement via Universal Design for Learning (UDL) Strategy's Expected Result/Impact: Increased performance on MAP and STAAR Staff Responsible for Monitoring: Special Services Directors Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase support for students receiving special services in the general education classroom by focusing on Name & Need Conferences and Problem Solving Circles Strategy's Expected Result/Impact: Increased performance on MAP and STAAR Staff Responsible for Monitoring: Special Services Directors Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase collaboration among general education and special services teachers through inclusion in PLCs Strategy's Expected Result/Impact: Increased performance on MAP and STAAR Staff Responsible for Monitoring: Special Services Directors Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Increase the level of monitoring and the provision of services for students receiving dyslexia services Strategy's Expected Result/Impact: Increased performance on MAP and STAAR Staff Responsible for Monitoring: Special Services Directors	Formative			Summative
	Oct	Jan	Mar	June

Problem Statements: Student Learning 3				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 5 Problem Statements:





Student Learning
Problem Statement 3: For the past three years, students served by Special Education have not performed at the same level as their district peers at the Meets Grade Level or Above on STAAR in the All Grades/All Subjects area. All Students SpEd All Subjects/All Grades 44% 24% Root Cause: Students are receiving instruction in an environment other than one delivering Tier 1 instruction.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By August 31, 2024, the percent of annual graduates earning a CCMR indicator will return to 73%.

HB3 Guiding Objective

Evaluation Data Sources: TEA Tracker report and external reporting for all A-F CMMR indicators





Strategy 1 Details	Reviews			
Strategy 1: Update delivery models for CCMR guidance content for students, staff, and parents Strategy's Expected Result/Impact: Updated delivery of CCMR content to students and staff and improved communication to parents will address gaps in information about CCMR indicators, A-F accountability, and requirements/benefits for students. Staff Responsible for Monitoring: Chief of SEL and Postsecondary Readiness CCMR Coordinator	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Complete implementation of district-wide initiatives that contribute to CCMR indicator performance Strategy's Expected Result/Impact: Implementation at all comprehensive high schools of student assessment prep and score review, program of study and IBC realignment, staff PD and data review, and student postsecondary planning/communication will reduce inconsistency of CCMR programming and motivate participation and performance. Staff Responsible for Monitoring: Chief of SEL and Postsecondary Readiness; CCMR Coordinator	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborate with district staff, institutions of higher education, and community/industry partners. Strategy's Expected Result/Impact: Provide educational and career opportunities for at-risk students; provide leadership and support for college, career and military readiness initiatives. Staff Responsible for Monitoring: Chief of SEL and Postsecondary Readiness; CCMR Coordinator Funding Sources: Educational opportunities for students - 289 Title IV - \$19,077	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: By May 31, 2024, all elementary, middle and high school campuses will receive AVID strategies training to support student academic success.

HB3 Guiding Objective

Evaluation Data Sources: Roster of campuses trained and method of delivery of the professional development activities

Strategy 1 Details	Reviews			
Strategy 1: AVID department staff to develop training for campus administrators on AVID school-wide systems and strategies Strategy's Expected Result/Impact: Administrators will have comprehensive understanding of the instructional, organizational, and social-emotional components of AVID Staff Responsible for Monitoring: Chief of Social-Emotional Learning and Postsecondary Readiness Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers and administrators will receive professional development on their campuses from AVID department staff to help teachers understand and implement AVID strategies Strategy's Expected Result/Impact: Teachers will have increased confidence using strategic organizational and instructional strategies that will support student agency, executive functioning, and academic performance Staff Responsible for Monitoring: Chief of Social-Emotional Learning and Postsecondary Readiness Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 7 Problem Statements:

Student Learning
Problem Statement 1: In 2022-23, Economically Disadvantaged students comprise 66% of student enrollment at Fall Snapshot. Based on the 2022 TAPR, the following scores were achieved Meets Grade Level or Above on STAAR: Subject Area All Students Eco Dis Reading 50% 40% Math 48% 39% Root Cause: PLC discussions are not sufficiently addressing the educational needs of children raised in poverty.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May 2024, develop capital plan utilizing Geographic Information Systems (GIS) and Asset planning to develop a 10 year replacement cycle for District Facilities





Evaluation Data Sources: Board Presentations and Work studies

Strategy 1 Details	Reviews			
Strategy 1: Develop road map for GIS and Asset Planning with stockholders, define scope of work and benefits to CFB Strategy's Expected Result/Impact: Presentation to Board and Bond Planning Committee Staff Responsible for Monitoring: Planning and Construction Team	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Manage Projects in alignment to capital plan and to optimize facilities in a strategic way that best service CFB Strategy's Expected Result/Impact: Bond committee will have the necessary data to make informed decisions Staff Responsible for Monitoring: Planning and Construction Team	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop campus level reports for the Board, Administration, and Campuses to be informed of capital plans Strategy's Expected Result/Impact: Promises Made, Promises Kept Staff Responsible for Monitoring: Planning and Construction Team	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 2: By May 2024, develop a Standard Operating Procedure Manual around best practices to optimize work order completion and customer service

Evaluation Data Sources: Quarterly Board updates and monthly campus updates that highlight work order reports and energy utilization.

Strategy 1 Details	Reviews			
Strategy 1: Review baseline expectations for WO's and gather best practices that align to these outcomes Strategy's Expected Result/Impact: Standard operating procedure for campus and facility services Staff Responsible for Monitoring: Facility Services Staff Problem Statements: District Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Stakeholder group to develop matrix to evaluate - optimize work order completion and customer service Strategy's Expected Result/Impact: Establish regular meetings with key stakeholders and feedback dashboard and reports Staff Responsible for Monitoring: Facility Services Staff Problem Statements: District Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop campus level reports for the Board, Administration, and Campuses to be informed of maintenance plans Strategy's Expected Result/Impact: Publish monthly, quarterly, and annual reports for campus and administration Staff Responsible for Monitoring: Facility Services Staff Problem Statements: District Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 2 Problem Statements:

District Processes & Programs
Problem Statement 1: As we raise awareness of the importance of the learning environments the need for maintenance and custodial services increases Root Cause: District Facilities Services is transitioning from focusing on reactive work to more proactive but needs to balance closing work orders with customer service and supporting the learning experience.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 3: By May 2024, 100% of new and modified building additions to campuses will include safety and security measures before construction begins.

Evaluation Data Sources: Safety and security standards incorporated in the construction process for all construction and bond projects.

Strategy 1 Details	Reviews			
Strategy 1: Develop Safety and Security Design Standards in collaboration with emergency response stakeholders. Strategy's Expected Result/Impact: A multi-departmental task force will collaborate to develop and incorporate safety and security measures into the design process. Staff Responsible for Monitoring: Director of Safety and Security, Chief Operations Officer. Problem Statements: District Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Ensure each campus has updated safety and security measures included in the Campus Safety Plan, and staff is trained on the updated plans and emergency response procedures. Strategy's Expected Result/Impact: Increased emergency preparedness and readiness. Staff Responsible for Monitoring: Director of Safety and Security, Emergency Management Coordinator, Campus Principal. Problem Statements: District Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3 Problem Statements:

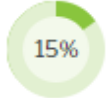





District Processes & Programs
Problem Statement 2: There has been an increase in felony substance use incidents over the past 3 years. In 2020-21, there were 6 unsafe disciplinary actions. In the 2021-22 school year, there were 58 unsafe disciplinary actions. In the 2022-23 school year, there were 177 unsafe discipline actions. Root Cause: 1. Lack of a robust preventative plan. 2. Mental health issues are on the rise. 3. Lack of tools and resources to support students' and families mental/emotional health. 4. Students have more access to felony/controlled substances.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 4: By May of 2024, 100% of the Campus Threat Assessment Teams will have met the mandated requirements for SB11.

High Priority

Evaluation Data Sources: Threat assessment checklist

Strategy 1 Details	Reviews			
Strategy 1: Evaluate existing training and determine if needs are met. Strategy's Expected Result/Impact: Compliance with TEA objectives. Staff Responsible for Monitoring: Executive Director of Safety and Security, Coordinator of Mental Health and Behavior Equity Plan	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Staff all campuses with their own security officer to assist with facilitation of threat assessments. Strategy's Expected Result/Impact: Adding a resource to the Campus Administrator's team will help them with training, planning, and support of all threat assessments. Staff Responsible for Monitoring: Executive Director of Safety and Security & Lead Security Officer Problem Statements: District Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4 Problem Statements:

District Processes & Programs
Problem Statement 2: There has been an increase in felony substance use incidents over the past 3 years. In 2020-21, there were 6 unsafe disciplinary actions. In the 2021-22 school year, there were 58 unsafe disciplinary actions. In the 2022-23 school year, there were 177 unsafe discipline actions. Root Cause: 1. Lack of a robust preventative plan. 2. Mental health issues are on the rise. 3. Lack of tools and resources to support students' and families mental/emotional health. 4. Students have more access to felony/controlled substances.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2024, CFBISD will increase the number of volunteers registered in ParentSquare by 5%.

Evaluation Data Sources: Registered ParentSquare volunteers in 22-23 was 5,073.

Strategy 1 Details	Reviews			
Strategy 1: Host Principal for a Day event in the fall of 2023 in cooperation with local chamber of commerce organizations. Strategy's Expected Result/Impact: Increased interest and number of volunteers/partners in CFB. As a result of event, will secure new partnerships and increased involvement with campuses. Staff Responsible for Monitoring: Chief Communications Officer & Coordinator of Community Partnerships	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a volunteer/partnership recruitment event. Strategy's Expected Result/Impact: Increase volunteer/partnership engagement by 5%. Staff Responsible for Monitoring: Chief Communications Officer & Community Partnership Coordinator	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Create monthly Partner Showcase video segment to highlight partners. Strategy's Expected Result/Impact: Increase awareness of current partners, while promoting opportunities for new volunteers. Staff Responsible for Monitoring: Chief of Communications & Community Partnership Coordinator	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2024, Carrollton Farmers Branch ISD will increase parent and community engagement.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Focus group meetings, parent survey results

Strategy 1 Details	Reviews			
Strategy 1: Partner with PTAs to support parent engagement through the PTA membership drive. Strategy's Expected Result/Impact: End of year membership report. Staff Responsible for Monitoring: Chief of Strategic Initiatives	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Host FamFest resource fairs to increase business and community partners to support learning objectives. Strategy's Expected Result/Impact: Increase the number of partners for all students and programming Staff Responsible for Monitoring: Chief of Strategic Initiatives	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide engaging programs designed for in-person and virtual modalities by meeting their needs through feedback provided from a parent survey: Parent Advisory Council, Parent University Strategy's Expected Result/Impact: Parent participation in attendance Staff Responsible for Monitoring: Chief of Strategic Initiatives	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May 2024, African American student suspensions (In-School Suspensions, Out-of-School Suspensions, and Alternative Educational Program placements) will be less than 18% of the total CFBISD disciplinary removals/out-of-placements.

Evaluation Data Sources: Discipline Data
Upbeat Survey





Strategy 1 Details	Reviews			
Strategy 1: Monitor implementation of Restorative Practices across all campuses. (Conferences and circles) Strategy's Expected Result/Impact: Reduce the number of students removed from the instructional setting Staff Responsible for Monitoring: Chief of SEL Results Driven Accountability - Equity Plan	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase parental engagement outreach events connected to campuses, feeder, and district. Strategy's Expected Result/Impact: Each campus will build trust within the community. Staff Responsible for Monitoring: Chief of Strategic Initiatives Results Driven Accountability - Equity Plan	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide support in meeting the needs of learners in at risk situations as an early behavior intervention Strategy's Expected Result/Impact: Fulfill student's potential for intellectual, emotional, and social growth. Staff Responsible for Monitoring: Chief of SEL and Postsecondary Readiness Funding Sources: Positive Behavior Facilitators & College/Career Readiness for At-Risk Specialist - 289 Title IV - \$387,459	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Monitor disciplinary removals for African American students and meet with discipline committees on a monthly basis for secondary campuses and high impact elementary campuses and quarterly for all other elementary campuses. Strategy's Expected Result/Impact: Reduce the number of African American students removed from the instructional setting. Staff Responsible for Monitoring: Directors of Student Services Results Driven Accountability - Equity Plan	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Monitor the use of Positive Action Centers (PAC) in all Secondary campuses and the four high-impact elementary campuses and continue training and delivery of services as part of the district's Restorative Practice Procedures. Strategy's Expected Result/Impact: Decrease the overall number of disciplinary placements in CFBISD. Staff Responsible for Monitoring: Student Services Results Driven Accountability - Equity Plan	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: By May 2024, all secondary administrators, teachers, and counselors will be equipped with tools to support students' mental health and drug refusal skills.

Evaluation Data Sources: Campuses document delivery of high-priority SEL lessons by advisory teachers

Strategy 1 Details	Reviews			
Strategy 1: For secondary, training will be provided for administrators, teachers, and counselors to implement high-priority lessons in the district-selected SEL curriculum . Strategy's Expected Result/Impact: Students will receive instruction on healthy coping skills, including drug refusal. Staff Responsible for Monitoring: District Counseling Department Problem Statements: District Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: For elementary, additional guidance curriculum on healthy coping skills and drug refusal skills will be developed by counselors during summer of 2023, for elementary counselor delivery in classrooms in the 2023-2024 school year. Strategy's Expected Result/Impact: Elementary students will receive more early education regarding healthy coping skills and drug refusal strategies. Staff Responsible for Monitoring: District Counseling Department Problem Statements: District Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2 Problem Statements:

District Processes & Programs
Problem Statement 2: There has been an increase in felony substance use incidents over the past 3 years. In 2020-21, there were 6 unsafe disciplinary actions. In the 2021-22 school year, there were 58 unsafe disciplinary actions. In the 2022-23 school year, there were 177 unsafe discipline actions. Root Cause: 1. Lack of a robust preventative plan. 2. Mental health issues are on the rise. 3. Lack of tools and resources to support students' and families mental/emotional health. 4. Students have more access to felony/controlled substances.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 3: By May 2024, 100% of CFBISD schools will implement the district's Bullying/Cyberbullying Prevention and Intervention Plan.

Evaluation Data Sources: Surveys
SafeSchools Report
PEIMS Bullying/Cyberbullying Report

Strategy 1 Details	Reviews			
Strategy 1: Provide training to staff on bullying/cyberbullying prevention and intervention. Strategy's Expected Result/Impact: Reduce bullying/cyberbullying incidents. Staff Responsible for Monitoring: Director of Student Services Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 4: By May 2024, CFBISD will have obtained recognition as a Common Sense District through Common Sense Media.

Evaluation Data Sources: Common Sense Media certification process

Strategy 1 Details	Reviews			
Strategy 1: Campuses will provide ongoing instruction for students on digital citizenship and digital literacy. Strategy's Expected Result/Impact: Decrease in disciplinary infractions for inappropriate online activity Staff Responsible for Monitoring: Campus Principal, Director of Library Media Services, Chief Technology Officer Problem Statements: Student Learning 6	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will continue to provide digital parenting education to families Strategy's Expected Result/Impact: Increased confidence in families about setting boundaries around digital parenting. Staff Responsible for Monitoring: Chief Technology Officer, Director of Digital Learning Problem Statements: Student Learning 6	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4 Problem Statements:

Student Learning
Problem Statement 6: Students at all grade levels are making uninformed choices about content they are trying to access online. Root Cause: Students, staff and parents are in need of ongoing instruction/training on digital citizenship and digital literacy skills

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2024, the teacher candidate pool will increase by 5% as compared to May 2023 pool.

Evaluation Data Sources: TEAMS/RECRUIT AND HIRE

Strategy 1 Details	Reviews			
Strategy 1: Increase and align the quality of college visits by recruiting teams Strategy's Expected Result/Impact: Increased pool. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase social media efforts. Strategy's Expected Result/Impact: Increased pool Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2024, the staff retention rate will increase by 5% from the End of Year 2023.





Evaluation Data Sources: TEAMS data.

Strategy 1 Details	Reviews			
Strategy 1: Provide Upbeat survey results to building and department leaders in order to address deficiencies. Strategy's Expected Result/Impact: Increased retention. Staff Responsible for Monitoring: Human Resources, Principals, Department Leaders	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Coach principals and building leaders in order to achieve positive results with staff retention. Strategy's Expected Result/Impact: Reduced exit of staff. Staff Responsible for Monitoring: Human Resources, principals, department leaders.	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Guiding Objective 5: Optimize All Available Resources

Goal 3: By October 2023, the district will increase the number of enrolled students by 2%, and ADA to increase funding to optimize all available resources, as measured by snapshot day.

Evaluation Data Sources: PEIMS enrollment by snapshot day

Strategy 1 Details	Reviews			
Strategy 1: Conduct Pre-K and Kindergarten Welcome Nights to register new students, Strategy's Expected Result/Impact: increased on Pre-K students Staff Responsible for Monitoring: PEIMS coordinator	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct personal phone calls to new and returning students to ensure enrollment is complete Strategy's Expected Result/Impact: Increase overall enrollment by snapshot day Staff Responsible for Monitoring: PEIMS Coordinator	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,166,082.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

The district's Comprehensive Needs Assessment was developed collaboratively with various subgroups. The District Improvement Council (DIC) began the process in January. At that time, the DIC worked with Department heads to review pertinent data and the previous year's District Improvement Plan (DIP). This information was then taken to department teams who reviewed the feedback from the DIC as well as data for their respective areas of responsibility. Problem statements were developed and shared with the District's Cabinet.

Once the problem statements were reviewed, refined, and prioritized, departmental teams developed goal statements and associated strategies to move the work forward. The entire DIP was once again taken to Cabinet for a final review before sharing with the DIC who had a chance to peruse the content and develop questions, concerns, and suggestions. A formal presentation was held with District Cabinet members sharing their portions of the plan and opening the floor for feedback prior to getting their approval for moving the plan forward to the Board of Trustees.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The district develops the DIP in April for board approval in September, prior to the first meeting of the DIC. As a result, members of the DIC receive an orientation to the plan at their first meeting in September and has a chance to ask questions. Revisions, if needed, can be made at this time or at any other time that data and/or feedback is determined to warrant a change. Reviews of the plan are held quarterly with each department evaluating the goals, through data and strategy evaluation. Documentation of this evaluation is recorded in the DIP and major changes are shared with the DIC. The cycle continues through an evaluation of the plan at the January or February DIC meeting where the process begins again.

2.2: Regular monitoring and revision

Revisions, if needed, can be made during the DIC orientation in September or at any other time that data and/or feedback is determined to warrant a change. Reviews of the plan are held quarterly with each department evaluating the goals, through data and strategy evaluation. Documentation of this evaluation is recorded in the DIP and major changes are shared with the DIC. The cycle continues through an evaluation of the plan at the January or February DIC meeting where the process begins again.

2.3: Available to parents and community in an understandable format and language

The DIP is posted on the district's website in the Plan4Learning format approved by TEA.

2.4: Opportunities for all children to meet State standards

The Carrollton-Farmers Branch ISD firmly believes in providing services to meet the needs of the whole child. This philosophy pertains to each child in CFB regardless of their background and/or needs. All services in CFBISD are available to students who demonstrate a need for those programs whether they be academic, behavioral, socio-emotional, or items that pertain to Maslow's hierarchy of needs.

2.5: Increased learning time and well-rounded education

The district believes in the tenets of the research and strategies included in the book, *Whatever It Takes* by the DuFours. As such, it fully implements HB 4545 and believes that support services are not just offered, they are essential for student success.

2.6: Address needs of all students, particularly at-risk

CFBISD provides timely support and resources for students identified as at-risk of not meeting state standards and/or dropping out of school.

3.1: Annually evaluate the schoolwide plan

The district evaluates the plan quarterly to see if modifications need to be made. This allows the LEA to monitor and adjust as needed to ensure student success.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed by community members, stakeholders, and staff. It is reviewed and revised annually through multiple meetings to maximize community involvement in the process. The district-wide policy is posted on the district website, and each campus follows the same process to develop and publish the site-based plan.

4.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are held at both the district and campus levels. As part of the needs assessment process, topics of interest are gleaned and supported by district staff and the District's Parent Teacher Organization (PTA).

5.1: Determine which students will be served by following local policy

Currently, none of CFBISD's schools are designated as Targeted Assistance.

District Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Chelsea Alvarado	Classroom Teacher
Classroom Teacher	Julia Bristow	Classroom Teacher
Classroom Teacher	Christina Chaplin	Classroom Teacher
Classroom Teacher	Megan Crume	Classroom Teacher
District-level Professional	Nicole Cunningham	Specialist Advanced Academics
Classroom Teacher	Elizabeth Day	Classroom Teacher
Classroom Teacher	Karen Fegley	Classroom Teacher
Classroom Teacher	Dawn Fisher	Classroom Teacher
Classroom Teacher	America Foster	Classroom Teacher
Community Representative	Shaima Hakimi	Community Representative
School Board	Randy Schackmann	CFBISD Board of Trustees
Classroom Teacher	Shelley Justice	Classroom Teacher
Non-classroom Professional	Robin Kiplinger	Counselor
Classroom Teacher	Frank Lightfoot	Classroom Teacher
Non-classroom Professional	Allison Payne	Counselor
Classroom Teacher	Ruchas Rajendra	Classroom Teacher
District-level Professional	Arelis Reyes	Title III Instructional Literacy Coach ESL/Bil. Elementary
Classroom Teacher	William Robinson	Classroom Teacher
Classroom Teacher	Cristina Rocha	Classroom Teacher
Non-classroom Professional	Lindsay Wiggins	Librarian
District-level Professional	Wendy Eldredge	Superintendent
District-level Professional	Randy Davis	Assistant Superintendent of Human Resources
District-level Professional	Maggie De La Rosa	Chief of Strategic Initiatives
District-level Professional	Rachael Freeman	Director of School Safety
District-level Professional	Jo Gillen	Chief of SEL & Postsecondary Readiness
District-level Professional	Larry Guerra	Chief Financial Officer
District-level Professional	Lance Hamlin	Assistant Superintendent of Student Services
District-level Professional	Susan Machayo	Chief of School Leadership

Committee Role	Name	Position
District-level Professional	Brian Moersch	Deputy Superintendent
District-level Professional	Robin Stout	Chief Technology Officer
District-level Professional	Joe LaPuma	Chief of School Leadership
District-level Professional	Dawn Parnell	Chief Communications Officer
District-level Professional	Gisselle Rivera-Franco	Executive Director of Budget and Financial Services
District-level Professional	Kim Holcomb	Assistant Superintendent of Curriculum & Instruction/DIC Liason
Community Representative	Tim Dedear	Community Representative
Parent	Jim Jones	Parent
Business Representative	Destiny Lowery	Business Representative
Parent	Laurie Spindler	Parent
Business Representative	Laurie Wilson	Business Representative
District-level Professional	Chris Moore	Assistant Superintendent of Operations
Non-classroom Professional	Iris Ramos	Title I Instructional Mathematics Coach
Non-classroom Professional	Elizabeth Valadez	Elementary Dyslexia Interventionist
Non-classroom Professional	Ramamani Srinath	Special Education - Resource/Content Mastery
Non-classroom Professional	Jill Fair	Library Specialist
Classroom Teacher	Yushiqua Williams	Classroom Teacher
Classroom Teacher	Fattimah Mohammad	Classroom Teacher
Classroom Teacher	Jayla Williams	Classroom Teacher
Non-classroom Professional	Jacqueline Torres	Elementary Dyslexia Interventionist
Classroom Teacher	Cathy Lopez	Classroom Teacher
Classroom Teacher	Katherine (Katie) Thomson	Classroom Teacher
Classroom Teacher	Aridane (Ari) Rumbo	Classroom Teacher
Classroom Teacher	Rhonda Shepard	Classroom Teacher
Classroom Teacher	Alexa (Lexi) Beesley	Classroom Teacher
Non-classroom Professional	Kenyah Hill	Counselor
Classroom Teacher	Karie Stoll	Classroom Teacher
Classroom Teacher	Brittany Henderson	Classroom Teacher
Classroom Teacher	Emily Hawthorne	Classroom Teacher
Classroom Teacher	Geoffrey Kays	Classroom Teacher

Committee Role	Name	Position
Non-classroom Professional	Angela Curtin	CCMR Dean
District-level Professional	Sara Roland	Assistant Superintendent of Special Services
Business Representative	Megan Holloway	Business Representative

District Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	5	Campus Allocations		\$4,133,070.00
1	1	5	District Reservations		\$735,583.00
Sub-Total					\$4,868,653.00
Budgeted Fund Source Amount					\$4,868,653.00
+/- Difference					\$0.00
255 Title II					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$17,000.00
1	1	2	Professional Development		\$17,000.00
1	1	3	Professional Development		\$17,000.00
1	1	4	Supplemental professional development		\$753,360.00
Sub-Total					\$804,360.00
Budgeted Fund Source Amount					\$804,360.00
+/- Difference					\$0.00
263 Title III ELA					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	4	2	Supplemental resources and tutoring opportunities		\$873,797.00
Sub-Total					\$873,797.00
Budgeted Fund Source Amount					\$873,797.00
+/- Difference					\$0.00
262 Title III Imm					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	4	2	Supplemental resources and tutoring opportunities		\$262,336.00
Sub-Total					\$262,336.00
Budgeted Fund Source Amount					\$262,336.00
+/- Difference					\$0.00

289 Title IV					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	6	3	Educational opportunities for students		\$19,077.00
4	1	3	Positive Behavior Facilitators & College/Career Readiness for At-Risk Specialist		\$387,459.00
Sub-Total					\$406,536.00
Budgeted Fund Source Amount					\$406,536.00
+/- Difference					\$0.00
Grand Total Budgeted					\$7,215,682.00
Grand Total Spent					\$7,215,682.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/11/2023	Brenda LaCroix	8/11/2023
Title I, Part C Migrant	Director of Federal Funds	6/30/2023	Lori Traynham	6/29/2023
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	6/30/2023	Randy Davis	8/11/2023
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of Student Services	8/11/2023	Brenda LaCroix	8/11/2023
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Education	6/30/2023	Sara Roland	8/11/2023
Technology Integration	Chief Technology Officer	6/30/2023	Robin Stout	7/10/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/5/2023	Rachael Freeman	7/10/2023
Title I Parent Involvement Policy	Director of Federal Funds	6/30/2023	Lori Traynham	7/12/2023

Addendums

3-8 STAAR Performance Year over Year Comparison												
	Did Not Meet - %			Approaches - %			Meets - %			Masters - %		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
3rd Mathematics	21	41	28	79	59	72	48	25	48	24	11	23
3rd Reading	24	34	24	75	55	76	44	37	50	27	19	30
4th Mathematics	24	43	31	75	57	69	52	32	42	33	18	19
4th Reading	27	41	27	73	59	73	42	33	51	20	17	26
5th Mathematics	10	35	26	90	55	74	52	38	46	41	20	26
5th Reading	11	30	20	89	70	80	50	41	56	32	24	35
5th Science	28	50	41	72	50	59	45	22	33	20	8	15
6th Mathematics	20	36	30	80	54	70	42	29	33	15	10	11
6th Reading	35	43	38	65	57	62	33	25	34	15	11	17
7th Mathematics	32	62	49	68	38	51	24	10	17	6	5	6
7th Reading	29	36	25	71	54	75	41	39	50	23	20	32
8th Mathematics	14	43	27	85	57	73	52	30	41	15	10	12
8th Reading	18	26	19	82	74	81	49	43	53	22	17	43
8th Science	22	37	27	78	53	73	47	37	44	23	20	24
8th Social Studies	34	47	41	65	53	59	33	23	29	18	11	17
Based on 2021 & 2022 TAPR												

STAAR EOC Performance Year over Year Comparison												
	Did Not Meet - %			Approaches - %			Meets - %			Masters - %		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
Algebra 1	15	33	27	85	67	73	52	36	41	42	21	21
English 1EOC	39	44	41	61	56	59	42	38	38	8	8	7
English 2EOC	37	40	34	63	60	66	44	45	68	6	8	7
Biology EOC	13	27	20	87	73	80	61	45	49	25	16	17
US History EOC	9	17	14	91	83	86	72	60	59	42	31	33
Based on 2021 & 2022 TAPR												

All Grades Year over Year Comparison												
	Did Not Meet - %			Approaches - %			Meets - %			Masters - %		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
Mathematics:	18	39	29	82	61	71	51	32	47	27	14	21
Science	21	38	29	79	62	71	51	35	41	22	15	18
Social Studies	21	31	28	79	69	72	53	42	43	30	21	18
All Subjects	24	38	26	76	62	74	47	35	46	22	15	26
Based on 2021 & 2022 TAPR												

TELPAS Year over Year Comparison															
	Beginning - %			Intermediate - %			Advanced - %			Advanced High - %			Average Score		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
2nd Grade	5	8	12	38	45	46	43	40	34	15	7	6	2.6	2.4	2.3
3rd Grade	3	5	8	27	33	31	49	45	44	21	17	16	2.9	2.7	2.7
4th Grade	4	5	11	30	33	31	44	48	41	22	14	14	2.8	2.6	2.5
5th Grade	2	4	10	21	20	26	39	48	42	37	27	20	3.1	2.9	2.7
6th Grade	3	3	4	22	25	28	52	9	49	23	23	18	3.0	2.9	2.7
7th Grade	4	2	4	30	26	31	48	51	43	19	21	18	2.9	2.9	2.7
8th Grade	3	1	4	31	30	29	50	46	49	17	23	14	2.9	2.9	2.7
9th Grade	10	4	9	49	41	36	33	41	35	7	13	10	2.5	2.7	2.3
10th Grade	6	5	7	42	39	39	43	2	32	9	13	11	2.6	2.7	2.3
11th Grade	3	3	6	41	40	40	38	34	34	18	22	9	2.7	2.8	2.3
12th Grade	3	5	3	39	30	36	39	39	33	19	26	15	2.8	2.9	2.4