



**Vision 2020**

**2016-2020**

**District Plan**

**2016-2017**

OUR VISION: Learn More. Achieve More

OUR MISSION: Continuous Improvement

OUR GOAL: High Achievement for Each Student

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Heather Hoffman, *Marie Huie*  
Susan Stout, *Mary Grimes*  
Katie Cannon, *McCoy Elementary*  
Amanda Kuster, *Mckamy Elementary*  
Jennifer Lupa, *McLaughlin/Strickland Elementary*  
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Carolyn Parker, *Sheffield Elementary*  
Carol Gogates, *Smith High School*  
Rosa Cecilia Bute, *Stark Elementary*  
Wanda Vollenweider, *Thompson Elementary*  
Shaima Hakimi, *Technology Learning Center*  
Robyn Elliot, *Turner High School*

Jamie Adkins, *Business/Community Member*  
Peggi Babbick, *Parent*  
Erin Carney, *Business/Community Member*  
Reginald Carney, *Business/Community Member*  
John T. DeLorme, *Business/Community Member*  
Diane Dobis, *Parent*  
Maggie Escobar, *Business/Community Member*  
Tracy Eubanks, *Business/Community Member*  
Bradley Falatko, *Business/Community Member*  
Daniel Fleece, *Business/Community Member*  
Bruce & Lori Helm, *Business/Community Member*  
Natonia LaFreniere, *Parent*  
Sylvia Mazuera, *Parent*  
Gregory Mazyck, *Business/Community Member*  
Michael Stalin, *Business/Community Member*  
Rick Na, *Business/Community Member*  
Alex Sagcal, *Business/Community Member*  
Adan Treviño, *Business/Community Member*

## DISTRICT PLAN

### EXECUTIVE SUMMARY

The Goal of Carrollton-Farmers Branch Independent School District is high achievement for each student. Our work to help students reach their highest potential is guided by the following objectives:

Continuously improve student learning	
<p>The instructional core is composed of the teacher and student in the presence of content. The relationship between the teacher, student, and content determines the nature of instructional practice. The only way to improve instruction is by increasing the level of knowledge and skill the teacher brings to instruction, change the role of the student in instruction, and to increase the level and complexity of content.</p>	<p>How do we improve <u>student learning</u>?</p> <ul style="list-style-type: none"> <li>✓ Improve knowledge and skills of teachers and staff</li> <li>✓ Improve student engagement with content</li> <li>✓ Improve level and rigor of content</li> </ul>
Continuously improve the learning environment	
<p>The learning environment comprises both the physical space and the emotional environment. Students must feel safe and secure, both physically and emotionally, in order for learning to occur.</p>	<p>How to ensure the <u>learning environment</u>?</p> <ul style="list-style-type: none"> <li>✓ Ensure safety and security</li> <li>✓ Meet physical and emotional needs</li> <li>✓ Provide effective learning facilities</li> <li>✓ Increase access to digital learning</li> </ul>
Continuously improve operational effectiveness	
<p>Operational effectiveness is the efficiency of business processes and fiscal resources.</p>	<p>How do we improve <u>operational effectiveness</u>?</p> <ul style="list-style-type: none"> <li>✓ Improve human resources management</li> <li>✓ Improve financial management</li> <li>✓ Improve business operations</li> <li>✓ Improve technology infrastructure and operations</li> </ul>
Continuously improve community support	
<p>Community support comprises support from parents, business, faith-based organizations, and community leadership. Schools cannot do it alone; CFB relies on partnership with stakeholders in the community for continued success.</p>	<p>How do we improve <u>community support</u>?</p> <ul style="list-style-type: none"> <li>✓ Provide excellent customer service</li> <li>✓ Promote district accolades and initiatives</li> <li>✓ Encourage involvement from community organizations and leadership</li> </ul>

## GUIDING OBJECTIVE 1: Continuously improve student learning

In CFB, our efforts to improve student learning include improving knowledge and skill of teachers and staff, improving student engagement with content, and improving the level of rigor and content.

Objective	Performance Measurement	State/National Comparison	2014	2015	2016	2017	2020
<b>High Achievement for Each Student</b>							
1-1	ERG District Performance Index Percentile (Includes STAAR Level 1, Level 2, Level 3, Graduation PPlan, CCR, & Graduation Rate)	n/a	83	85	93	93	>95
	TEA State Accountability Rating	n/a	Met Standard	Met Standard	Met Standard	A	A
	Local Accountability Rating	n/a	Recognized	Exemplary	Recognized	Exemplary	Exemplary
<b>Objective 1: Improve Student Learning</b>							
Objective	Performance Measurement	State/National Comparison	2014	2015	2016	2017	2020
1-2	<b>Dual Credit Participation &amp; Performance/Advanced Placement &amp; IB Participation &amp; Performance</b>						
	Dual Credit Completion Grades 11-12 any subject-TAPR Report	State: 53.2% in 2014	58%	Reported in Nov. 2016	Reported in Fall 2017	62%	70%
	Dual Credit Completion Grades 9-12 any subject-TAPR Report	State 33.1% in 2014	35%	Reported in Nov. 2016	Reported in Fall 2017	37%	45%
	Advanced Placement (AP) & IB Participation - TAPR Report - % of 11/12 graders that took exam in any one subject	State 24.4% in 2014	31%	Reported in Nov. 2016	Reported in Fall 2017	32%	35%
	Advanced Placement (AP) & IB Performance - TAPR Report - % Met Criteria or passing score	State: 51.3% in 2014	60%	Reported in Nov. 2016	Reported in Fall 2017	60%	60%

Objective	Performance Measurement	State/National Comparison	2014	2015	2016	2017	2020
1-3	<b>Students Meeting or Exceeding End of Year Reading Level Standards in K-2</b>						
	Students meeting or exceeding reading level standards at the end of Kindergarten	n/a	n/a	74%	73%	76%	80%
	Students meeting or exceeding reading level standards at the end of 1st grade	n/a	n/a	70%	69%	72%	82%
	Students meeting or exceeding reading level standards at the end of 2nd Grade	n/a	n/a	69%	71%	75%	90%
1-4	<b>Student Perception of Academic Rigor: Youth Truth Survey</b>						
	Elementary: % responding with Yes, Very Often when asked: Does the work you do in class really make you think?	National: 61% in 2016	n/a	59%	60%	62%	70%
	Elementary: % responding with Yes, Very Often when asked: Does your teacher make you explain your ideas?	National: 60% in 2016	n/a	63%	61%	63%	70%
	Elementary: % responding with Yes, Very Often when asked: Do you learn a lot in your class?	National: 79% in 2016	n/a	77%	77%	79%	85%
	Middle School: % responding with Agree or Strongly Agree when asked: The work I do in my classes really makes me think?	National: 70% in 2016	n/a	n/a	66%	68%	78%

Objective	Performance Measurement	State/National Comparison	2014	2015	2016	2017	2020
	Middle School: % responding with Agree or Strongly Agree when asked: Most of my teachers want me to explain my answers-why I think what I think.	National: 83% in 2016	n/a	n/a	82%	84%	90%
	Middle School: % responding with Agree or Strongly Agree when asked: In most of my classes, we learn a lot almost every day.	National: 67% in 2016	n/a	n/a	64%	66%	72%
	High School: % responding with Agree or Strongly Agree when asked: The work I do in my class really makes me think.	National : 73% in 2016	n/a	n/a	55%	60%	75%
	High School: % responding with Agree or Strongly Agree when asked: Most of my teachers want me to explain my answers- why I think what I think	National: 75% in 2016	n/a	n/a	67%	70%	80%
	High School: % responding with Agree or Strongly Agree when asked: In most of my classes, we learn a lot almost every day.	National: 62% in 2016	n/a	n/a	53%	58%	70%

Objective	Performance Measurement	State/National Comparison	2014	2015	2016	2017	2020
1-5	<b>Students Making Annual Progress According to Measures of Academic Progress (MAP): Spring to Spring</b>						
	Reading	n/a	52%	51%	50%	60%	90%
	Mathematics	n/a	53%	53%	49%	60%	90%
	Science	n/a	57%	53%	54%	60%	90%
1-6	<b>Percentage of Students Eligible Earning Career &amp; Technology Certification or Licensure</b>						
	Percentage of students eligible earning Career & Technology certification or licensure	n/a	57%	42%	Reported in Fall 2016	50%	70%
1-7	<b>ACT &amp; SAT Participation and Performance</b>						
	SAT/ACT Tested (% of graduating class)  TAPR	State in 2014: 66.3%	61%	55%	Reported in Nov. 2016	Within 5% of state	Exceed State
	SAT/ACT AT/Above Criterion  TAPR	State in 2014: 25.1%	29%	30%	Reported in Nov. 2016	Exceed state	Exceed state
	ACT Performance   TAPR	State in 2015: 20.9 Nation in 2015: 21.01	21	21.3	Reported in Nov. 2016	21.7	23
	SAT Performance CR+M or CR+M+W   TAPR (CB)	State in 2015: 1410 Nation in 2015: 1490	1476	1451	Reported in Nov. 2016	Exceed State	Exceed State and Meet Nation
1-8	<b>Participation and Performance in Fine Arts &amp; Athletics</b>						
	Participation in Fine Arts in grades 6-12	n/a	76%	75%	75%	77%	80%
	Performance in Fine Arts in Music: % of First Division Ratings in UIL Contests	n/a	63%	66%	71%	73%	77%



Objective	Performance Measurement	State/National Comparison	2014	2015	2016	2017	2020
	Performance in Fine Arts in High School Art, Theater, Speech, Dance & Drill: % of Programs Advancing Beyond District Level of Competition and/or Performance	n/a	69%	81%	75%	76%	81%
	Performance in Fine Arts in Middle School Art & Theater: % Of Art Programs Participating in Junior VASE and % of theater programs producing Musicals	n/a	33%	50%	50%	52%	58%
	Participation in Athletics in grades 7-12	n/a	34%	34%	40%	45%	50%
	Performance in Athletics: Number of teams advancing to postseason play	n/a	47%	33%	45%	47%	48%

<sup>1</sup> District Performance Index (DPI) is a measurement established by Educational Resource Group (ERG). DPI is based on the AEIS/TAPR demographically adjusted values for each of the core academic metrics. Since the units of measure for each of these metrics are different, the District Performance Index is defined as the weighted average of the percentiles of these core metrics according to the following: Met Standard, Met Panel Recommendation, Met Advanced, & College & Career Readiness. The higher the value of the District Performance Index, the better overall academic achievement.

**Tactical steps to Improve knowledge and skill of teachers and staff:**

2016-17	2017-18	2018-19
OBSERVATION, FEEDBACK, AND COACHING		
Continue to refine <i>Leverage Leadership</i> as an observation and feedback model	Continue to refine <i>Leverage Leadership</i> as an observation and feedback model	Continue to refine <i>Leverage Leadership</i> as an observation and feedback model
Continue to develop observation and feedback skills for those instructional support staff, administrators, and teacher leaders who are providing feedback to teachers	Continue to develop observation and feedback skills for those instructional support staff, administrators, and teacher leaders who are providing feedback to teachers	Continue to develop observation and feedback skills for those instructional support staff, administrators, and teacher leaders who are providing feedback to teachers
Study Heen and Douglas's <i>Thanks for the Feedback</i> with administrative team, teacher leaders, and instructional staff	Consider development of protocols related to feedback based on Heen and Douglas's work	Continue to refine understanding of feedback and its impact on performance  Continue practice of observation and feedback protocols
Provide ongoing training for content coaches to improve coaching skills	Provide ongoing training for content coaches to improve coaching skills	Provide ongoing training for content coaches to improve coaching skills
Provide ongoing training for principals through individual coaching sessions, and in small group <i>Leverage Leadership</i> professional learning communities	Provide ongoing training for principals through individual coaching sessions, and in small group <i>Leverage Leadership</i> professional learning communities	Provide ongoing training for principals through individual coaching sessions, and in small group <i>Leverage Leadership</i> professional learning communities
Support principals, assistant principals, and instructional support staff as they provide at least 8 cycles of observation and feedback to core teachers	Support principals, assistant principals, and instructional support staff as they provide at least 8 cycles of observation and feedback to core teachers	Support principals, assistant principals, and instructional support staff as they provide at least 8 cycles of observation and feedback to core teachers
Implement new teacher	Refine TAGS based on	Refine TAGS based on

appraisal system: Teacher Appraisal and Growth System (TAGS)	feedback from review committee in 2016-2017	feedback from review committee in 2017-2017
Provide time for interrater reliability process for TAGS in Fall 2016	Provide time for interrater reliability process for TAGS in Fall 2017	Provide time for interrater reliability process for TAGS in Fall 2018
Provide TAGS training for all teachers and appraisers in CFB	Provide TAGS training for teachers and appraisers new to CFB  Provide TAGS update training to all CFB teachers and appraisers	Provide TAGS training for teachers and appraisers new to CFB  Provide TAGS update training to all CFB teachers and appraisers
Study with a pilot group of teachers, Student Learning Objectives (SLO's) for consideration as a student growth measure in 2016-17 TAGS (required by law)  Determine 2016-17 growth measure with pilot teachers and committee	Provide training for all teachers on student growth as it relates to teacher appraisal  Establish committee to review student growth and refine TAGS for 2017-18	Continue to refine TAGS based on feedback from 2017-18
Support Fine Arts teachers by providing 6 rounds of observation and feedback as well as regular meetings on Fine Arts participation and UIL ratings goals	Continue providing 6 rounds of observation and feedback as well as regular meetings on Fine Arts participation and UIL ratings goals	Continue providing 6 rounds of observation and feedback as well as regular meetings on Fine Arts participation and UIL ratings goals
<b>DRIVEN BY DATA</b>		
Develop workshops for teachers for most effective use of Eduphoria	Continue professional developments for all staff regarding data mining in Eduphoria	Continue professional development for all staff regarding data mining in Eduphoria
Study Paul Bambrick-Santoyo's <i>Driven by Data</i> with administrators, teacher leaders, and instructional coaches	Continue to build understanding of use of data to drive instruction	Continue to build understanding of use of data to drive instruction

<p>Select data protocols for analysis of interim assessments</p> <p>Provide professional development to teacher data protocols at both district and campus levels</p>	<p>Refine protocols based on feedback from 2016-17</p> <p>Continue use of data protocols</p>	<p>Continue use of data protocols</p>
<p>Secure ERG for teacher use</p> <p>Continue to provide professional development for principals and teachers on using ERG for instructional improvement</p>	<p>Continue to provide professional development for principals and teachers on using ERG for instructional improvement</p>	<p>Continue to provide professional development for principals and teachers on using ERG for instructional improvement</p>
<p>Provide time, through use of substitutes and/or flexible scheduling, for teachers to analyze interim assessments data and to determine next steps for instruction</p>	<p>Provide time, through use of substitutes and/or flexible scheduling, for teachers to analyze interim assessments data and to determine next steps for instruction</p>	<p>Provide time, through use of substitutes and/or flexible scheduling, for teachers to analyze interim assessments data and to determine next steps for instruction</p>
<p>Develop pre-assessments for two units of study per core content. Select grade levels/schools to pilot pre-assessments</p>	<p>Provide pre-assessments for 50% of units of study</p>	<p>Provide pre-assessments for 75% of units of study</p>
<b>DIGITAL LEARNING</b>		
<p>Develop a Digital Learning certification program for teachers</p>	<p>Implement a Digital learning certification program for teachers</p>	<p>Expand Digital Learning certification program to teachers</p>
<p>Provide multiple learning experiences to build teachers' digital literacy</p>	<p>Provide multiple learning experiences to build teachers' digital literacy</p>	<p>Provide multiple learning experiences to build teachers' digital literacy</p>
<p>Provide two district-wide experiences related to building awareness and understanding of digital literacy: GameOn and Hour of Code</p>	<p>Expand district-wide experiences to build awareness and understanding of digital literacy</p>	<p>Expand district-wide experiences to build awareness and understanding of digital literacy</p>

Provide instructional coaching support to teachers who are implementing use of ChromeBooks and/or iPads in classrooms	Provide instructional coaching support to teachers who are implementing use of ChromeBooks and/or iPads in classrooms	Provide instructional coaching support to teachers who are implementing use of ChromeBooks and/or iPads in classrooms
Provide training to teachers who are early adopters of the Learning Management System (LMS), Canvas	Provide training to all district staff regarding use of Learning Management Systems (LMS)  Provide support to students using the LMS. Provide support to parents using the LMS	Continue support and development for all stakeholders using the LMS
Create and refine a list of digital resources for teacher use	Continue to refine a list of digital resources for teacher use	Continue to refine a list of digital resources for teacher use
Create at least one professional development course in Canvas for CFB teachers, principals, and instructional staff	Continue to build professional development opportunities in Canvas for CFB teachers, principals, and instructional staff	Continue to build professional development opportunities in Canvas for CFB teachers, principals and instructional staff
<b>IMPROVING LITERACY</b>		
Develop a district-wide problem of practice to improve student literacy through Instructional Rounds	Refine district problem of practice to improve literacy through Instructional Rounds  Determine district-wide data to inform Instructional Rounds	Continue Instructional Rounds focus on literacy
Student data and strategies at each Instructional Rounds network visit to build understanding a current state of literacy and improvement strategies	Study data and strategies at each Instructional Rounds network visit to build understanding of current state of literacy and improvement strategies	Study data and strategies at each Instructional Rounds network visit to build understanding of current state of literacy and improvement strategies

<p>Attend Uncommon School's training on <i>Engaging Academics</i> and/or <i>Reading Reconsidered</i></p> <p>Attend Teachers College training with Lucy Calkins and/or continue Homegrown Institute</p> <p>Implement <i>Engaging Academics</i> training for teachers and administrators</p>	<p>Refine next steps based on feedback and student data from 2016-17</p>	<p>Refine next steps based on feedback and student data from 2017-18</p>
<p>Conduct stack audit at each campus at least once to review student writing</p>	<p>Conduct a stack audit at each campus at least once per semester to review student writing</p>	<p>Conduct a stack audit at each campus at least once per semester to review student writing</p>
<p>Study <i>Reading Reconsidered</i> with content directors</p> <p>Determine next steps based on study and analysis</p>	<p>Continue study of literacy with content directors</p> <p>Implement next steps determined based on 2016-17 data and feedback</p>	<p>Continue study of literacy with content directors</p> <p>Implement next steps determined based on 2017-18 data and feedback</p>
<p>Study <i>I Read It, But I Don't Get It</i> with secondary principals</p> <p>Continue study of Calkins' units of study with elementary principals</p>	<p>Continue study of literacy strategies with principals</p>	<p>Continue study of literacy strategies with principals</p>

**Tactical steps to improve student engagement:**

2016-17	2017-18	2018-17
DRIVEN BY DATA		
<p>Create, with instructional staff, a uniform student progress monitoring protocol</p> <p>Pilot protocol in spring of 2017</p>	<p>Expand student progress-monitoring</p>	<p>Expand student progress-monitoring</p>

<p>Provide YouthTruth Survey to students in grades 3-12</p> <p>Analyze data with central office and campus staff to determine trends</p> <p>Analyze data with students at each campus to hear student feedback and improve engagement</p>	<p>Provide YouthTruth Survey to students in grades 3-12</p> <p>Analyze data with central office and campus staff to determine trends</p> <p>Analyze data with students at each campus to hear student feedback and improve engagement</p>	<p>Provide YouthTruth Survey to students in grades 3-12</p> <p>Analyze data with central office and campus staff to determine trends</p> <p>Analyze data with students at each campus to hear student feedback and improve engagement</p>
<p>Develop pre-assessments and protocols for review to allow for differentiation of instruction for students</p>	<p>Continue to develop and refine pre-assessments in all content areas</p> <p>Continue to build knowledge of differentiation strategies</p>	<p>Continue to develop and refine pre-assessments in all content areas</p> <p>Continue to build knowledge of differentiation strategies</p>
<p>Create opportunities for participation and preparation for collegiate, intramural, recreational, and lifelong skills</p>	<p>Continue to increase athletic opportunities/participation in preparation for collegiate, intramural, recreational, and lifelong skills</p>	<p>Continue to increase athletic opportunities/participation in preparation for collegiate, intramural, recreational, and lifelong skills</p>
<b>DIGITAL LEARNING</b>		
<p>Provide ChromeBooks at Grades 3,6, and 9 for use per campus plan, and iPads at Grades Pre-K and K</p>	<p>Provide ChromeBooks at grades 4, 7, and 10 for use per campus plan, and iPads at Grade 1</p>	<p>Continue to add ChromeBooks for student use at grades 5, 8, 11, 12, and iPads at Grade 2</p>
<p>Provide continued support for project based learning at middle school campuses and at R.L. Turner’s METSA</p>	<p>Provide continued support for project based learning at middle school campuses and at R.L. Turner’s METSA</p>	<p>Provide continued support for project based learning at middle school campuses and at R.L. Turner’s METSA</p>
<b>IMPROVING LITERACY</b>		
<p>Continue to provide authentic opportunities to listen, speak, read, and write in all content areas</p>	<p>Continue to provide authentic opportunities to listen, speak, read, and write in all content areas</p>	<p>Continue to provide authentic opportunities to listen, speak, read, and write in all content areas</p>

Continue to support student choice through a Reader's/Writer's Workshop Model	Continue to support student choice through a Reader's/Writer's Workshop Model	Continue to support student choice through a Reader's/Writer's Workshop Model
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**Tactical steps to improve the level and rigor of content:**

<b>2016-17</b>	<b>2017-18</b>	<b>2018-17</b>
<b>DRIVEN BY DATA</b>		
Conduct Instructional Rounds network visits to observe and collect data on campus instruction	Conduct Instructional Rounds Network visits to observe and collect data on campus instruction	Conduct Instructional Rounds Network visits to observe and collect data on campus instruction
Use observation data to guide instructional and professional development decisions	Use observation data to guide instructional and professional development decisions	Use observation data to guide instructional and professional development decisions
Create interim assessments to ensure alignment to state standards, college-ready standards, and to ensure assessments are cumulative in nature	Revise interim assessments to ensure alignment to state standards, college-ready standards, and to ensure assessments are cumulative in nature	Revise interim assessments to ensure alignment to state standards, college-ready standards, and to ensure assessments are cumulative in nature
Use performance task to allow for student transfer of skills and knowledge	Use performance tasks to allow for student transfer of skills and knowledge	Use performance task to allow for student transfer of skills and knowledge
<b>IMPROVING LITERACY</b>		
Continue integration of reading and writing in all content areas	Continue integration of reading and writing in all content areas	Continue integration of reading and writing in all content areas
Study Claim-Evidence-Reasoning (CER) as a strategy in all content areas	Integrate Claim-Evidence-Reasoning (CER) as a strategy in all content areas	Integrate Claim-Evidence-Reasoning (CER) as a strategy in all content areas
Determine structure to ensure fidelity of guided	Implement structure to ensure fidelity of guided	Refine structure to ensure fidelity of guided reading



reading instruction K-3	reading instruction in K-3	instruction in K-3
Build use of Reading Learning Progressions for 3-5 Reading Performance Tasks	Improve use of Reading Learning Progressions for 3-5 Reading Performance Tasks	Improve use of Reading Learning Progressions for 3-5 Reading Performance Tasks

## GUIDING OBJECTIVE 2: Continuously improve the learning environment

As we work to improve the learning environment, CFB is committed to ensuring safety and security, meeting physical and emotional needs, providing effective learning facilities, and increasing access to digital learning for all students, teachers, and staff.

Objective 2: Improve the Learning Environment							
Objective	Performance Measurement	State/National Comparison	2014	2015	2016	2017	2020
2-1	<b>Attendance Rate</b>						
	Attendance Rate	State in 2014: 95.9%	96%	95.7%	95.8%	97.1%	97.5%
2.2	<b>Learning Environment Survey Indicators: AQT &amp; YouthTruth</b>						
	Achieving Quality (AQT) Survey: % responding Very Satisfied/Satisfied when asked: How satisfied are you that your school provides a safe environment for your child/student?	n/a	91.1%	90.0%	89.7%	92%	98%
	Elementary: % responding with Yes, Very Often when asked: Do you like coming to class?	National in 2016: 60%	n/a	57%	54%	56%	61%
	Elementary: % responding with Yes, Very Often when asked: Do students in your class treat teacher with respect.	National in 2016: 42%	n/a	41%	39%	41%	45%
	Elementary: % responding with Yes, Very Often when asked: Does your teacher treat you with respect?	National In 2016: 82%	n/a	82%	80%	81%	85%
	Middle School: % responding with Agree or Strongly Agree to this statement: I enjoy coming to school most of the time.	National in 2016: 59%	n/a	n/a	51%	53%	60%
	Middle School: % responding with Agree or Strongly Agree to this statement: Most students in this school treat	National In 2016: 42%	n/a	n/a	24%	29%	42%

	adults with respect.						
	Middle School: % responding with Agree or Strongly Agree to this statement: Most adults in this school treat students with respect.	National in 2016: 67%	n/a	n/a	57%	62%	70%
	High School: % responding with Agree or Strongly Agree to this statement: I enjoy coming to school most of the time.	National in 2016: 62%	n/a	n/a	40%	45%	62%
	High School: % responding with Agree or Strongly Agree to this statement: Most adults in this school treat students with respect.	National in 2016: 41%	n/a	n/a	26%	33%	41%
	High School: % responding with Agree or Strongly Agree to this statement: Most adults in this school treat students with respect.	National in 2016: 63%	n/a	n/a	50%	55%	70%
2-3	<b>Student Health &amp; Wellness: Campuses Earning Exemplary on Health and Wellness Indicator on Local Accountability</b>						
	Campus earning exemplary on Health & Wellness Indicator on Local Accountability	n/a	28%	44%	57%	70%	85%
2-4	<b>Environment and Working Conditions: TASB Employee Survey Questions (TASB ESQ)</b>						
	My campus is clean and properly maintained.	n/a	91%	89%	89%	90%	93%
	I work in an environment that is safe.	n/a	95%	93%	92%	93%	96%

**Tactical steps to improve safety and security:**

2016-17	2017-18	2018-19
Evaluate effectiveness of campus security control of entry processes and visitor identification	Implement improvements to campus security processes, including both facility and personnel elements	Monitor improvements to campus security processes
Perform and document crisis drills to increase awareness and equip staff for multiple emergency situations	Perform and document crisis drills to increase awareness and equip staff for multiple emergency situations	Evolve crisis drills to reflect current social conditions
Continue analysis of district security systems, including standardizing keyless entry systems district-wide	Monitor uniformity of components and placement of devices for efficiency	Evaluate components for viability and relationship to current technologies
Evaluate surveillance systems efficiencies for components of effectiveness and operability	Implement improvements to surveillance systems efficiencies, while leveraging emerging technologies	Monitor evaluation of technology of surveillance systems for high performance which address the needs of the district

**Tactical steps to meet the physical and emotional needs of students and staff:**

2016-17	2017-18	2018-19
Teach digital citizenship and appropriate use to teachers and students	Teach digital citizenship and appropriate use to students	Offer on-line digital citizenship information to parents
Train staff in restorative discipline practices  Pilot Restorative discipline at select elementary and middle school campuses	Assess results of pilot program and consider expansion of restorative discipline practices	Teach restorative discipline strategies to parents
Provide training on intervention strategies to counselors and administrators to address social and emotional needs of students	Provide training on intervention strategies to teachers and address social and emotional needs of students	Provide training on intervention strategies to parents to address social and emotional needs of students
Establish a committee to review and improve strategies to create understanding of diversity in CFB and to build partnerships in the community	Continue plans developed by task force in 2016-17	Continue plans developed by task force in 2017-18
Continue <i>Behavior and Culture</i> training for teachers new to CFB	Continue <i>Behavior and Culture</i> training for teachers new to CFB	Continue <i>Behavior and Culture</i> training for teachers new to CFB

and as on-going training for returning teachers	and as on-going training for returning teachers	and as on-going training for returning teachers
Refine CFB New Hire Academy based on feedback from 2016-17	Refine CFB New Hire Academy based on feedback from 2017-18	Refine CFB New Hire Academy based on feedback from 2018-19
Develop Year 3 of New Hire Academy		

**Tactical steps to improve effective learning facilities:**

2016-17	2017-18	2018-19
Perform facilities assessment and determine viability of capital improvement plan to address aging facilities, including evaluation of bond campaign	Triage campus needs to establish construction schedules to align with funding plan	Evaluate construction progress and costs to identify resources to achieve the expectations of the capital campaign
Continue to determine the disposition of Tax Increment Financing (TIF) funds and initiate final TIF projects	Begin implementation of approved TIF projects	Determine plan and initiate final dispositions of TIF funds

**Tactical steps to increase access to digital learning for students and staff:**

2016-17	2017-18	2018-19
Provide teacher training on devices and digital resources in curriculum, library, and world-wide web  Evaluate the effectiveness of teacher training and implementation	Continue teacher training on devices and digital resources  Evaluate the effectiveness of teacher training and implementation	Evaluate the effectiveness of teacher training and implementation
Continue to investigate technology integration practices and pilot LMS with early adopters	Expand use of LMS for instruction across the district	Refine use of LMS for instruction across the district; continue to build teacher understanding of tools within LMS
Explore differentiated digital learning activities and performance tasks within the curriculum	Review differentiated digital learning activities and performance tasks within the curriculum	Embedded differentiated digital learning activities and performance tasks within the curriculum

**GUIDING OBJECTIVE 3:** Continuously improve operational effectiveness

Using resources effectively to improve personnel retention, financial management, business operations, and technology infrastructure is important in CFB.

<b>Objective 3: Improving Operational Effectiveness</b>							
Objective	Performance Measurement	State/National Comparison	2014	2015	2016	2017	2020
3-1	<b>Financial Competence &amp; Solvency</b>						
	Number of days in Fund Balance	n/a	142	140	>110	>135	>120
	Administrative Cost Ratio	n/a	6.24%	6.38%	<8.55%	<8.55%	<8.55%
3-2	<b>Compensation</b>						
	Beginning Teacher pay	n/a	47,143	48,300	49,400	50,750	55,000
	TASB ESQ - My pay is fair for the work I do	n/a	63%	62%	61%	63%	69%
	I believe my pay is competitive with other districts in this area	n/a	71%	69%	65%	66%	69%
3.3	<b>Recruitment and Retention</b>						
	Total number of applicants	n/a	3,224	3,205	3,291	3,400	4,000
	TASB ESQ - I would recommend this district to a friend as a good place to work	n/a	91%	91%	90%	91%	94%
3-4	Education Resource Group - Productivity Index	n/a	94%	95%	97%	>=90%	>=90%

<sup>2</sup> District Productivity Index (DPPI), measured by ERG, identifies schools districts which are providing the highest relative academic performance at the lowest relative cost per student. Districts with higher performance percentiles are providing the highest relative education value.

**Tactical steps to improve human resources management:**

2016-17	2017-18	2018-19
Evaluate the market as it applies to beginning teacher salaries	Implement an increase in beginning teacher salary to remain competitive with the market	Continue to increase beginning teacher salary to remain competitive with the market
Survey other ERG districts who monitor employee perception of compensation using TASB Survey or similar survey to compare results to determine steps for improvement	Continue to survey other ERG districts in order to improve beginning teacher salary	Continuation of survey to improve beginning teacher salary
Conduct an annual market analysis of surrounding districts' base pay  Conduct stipend study tri-annually  Review Masters, Doctorate, and Bilingual stipends	Review Athletic stipends to determine if adjustment is needed based off of market analysis	Review Fine Arts stipends to determine if adjustment is needed based off of market analysis
Increase number of job fairs attending (in state and out of state) by 3 additional job fairs  Research steps to create a "Grow Your Own" program  Maintain and increase the hiring of certified and qualified teachers from various cultural and ethnic backgrounds  Utilize an online job search posting service for educator professionals	Increase number of job fairs attending (in state and out of state) by 1  Pilot a District "Grow Your Own" Program  Maintain and increase the hiring of certified and qualified teachers from various cultural and ethnic backgrounds  Evaluate the online job search posting service for educator professionals	Increase number of job fairs attending (in state and out of state) by 2 additional job fairs  Implement a District "Grow Your Own" Program  Maintain and increase the hiring of certified and qualified teachers from various cultural and ethnic backgrounds  Continue to evaluate the online job posting service as it pertains to CFB interest across the US
Implement a new hire orientation for paraprofessional staff Summer 2017	Continue to provide a new hire orientation for paraprofessional staff	Continuation of a new hire orientation for paraprofessional staff

**Tactical steps to improve financial management:**

2016-17	2017-18	2018-19
Plan an execute and execute a successful Tax Ratification Election to maintain the District's long term financial stability and provide the resources needed to address	Monitor District financial condition and alignment to District objectives	Review District financial condition to determine long term viability of programs to maintain high student achievement performance trajectories

identified district priorities		
Develop 2017-18 resource allocation plan that maintains identified fund balance level in excess of 135 days of operation and respond to 2017 legislative action	Evaluate the District's long term financial stability and develop 2018-19 resource allocation plan that maintains fund balance level in excess of 130 days of operation	Evaluate the District's long term financial stability and develop 2019-20 resource allocation plan that maintains fund balance level in excess of 125 days of operation and respond to 2019 legislative action
Continue to research methods to competitively procure retail electric power in a deregulated market through the competitive bidding process and by identifying the usage profiles of the District	Use identified profiles to determine the best methods to perform cost avoidance without disruption to the learning environment	Review current market position to evaluate appropriate commodity purchases for short or long term contracts

### **Tactical steps to improve business operations:**

2016-17	2017-18	2018-19
Analyze district ERG productivity trend and other relevant data of high performing districts and identify potential areas for improvement	Identify successful initiatives implemented by peer  Districts to determine if these processes could be leveraged to the benefit of the District	Review initiatives of the District and comparison peer groups to determine if efforts can be sustained and support high achievement
Evaluate bond refunding opportunities for eligible debt issues and initiate 2016 bond refunding	Plan timing of issuance of potential authorized debt in concert with refunding opportunities, to maximize savings	Review peer district data related to debt issuance to determine trends and impact future debt issuance
Complete and issue uniform training materials for district staff related to major business processes	Evaluate business training environment and identify areas for improvement	Expand training opportunities for business processes
Review internal control procedures for compliance with District and Federal guidelines and identify areas for improvement	Refine and update manuals and internal control procedures	Evaluate compliance with guidelines and provide training opportunities for appropriate staff
Review initial fall staffing levels after classroom balancing to determine effectiveness of the staffing allotment process	Review staffing levels to evaluate staff/students ratios and alignment to programs for right sizing	Review program staffing proportion levels with demographic and enrollment numbers to monitor appropriate staffing

### **Tactical steps to improve technology infrastructure & operations:**



2016-17	2017-18	2018-19
Continue to upgrade campus network operations gear	Continue to upgrade campus network operations gear	Monitor and maintain network operations gear
Continue to upgrade campus wireless access capability with enhanced cabling and more powerful access points	Continue to upgrade wireless access capability with enhanced cabling and more powerful access points	Sustain wireless capability to meet the demands of the learning environment
Investigate options for wireless access from home	Investigate options for wireless access from home	Proceed with plans based on findings in 2017-18 with regard to wireless access from home

**GUIDING OBJECTIVE 4:** Continuously improve community support

To garner support from our community in CFB, we strive to provide excellent customer service, promote district accolades and initiatives, and encourage involvement from community organizations and leadership.

<b>Objective 4: Improving Community Support</b>							
Objective	Performance Measurement	State/National Comparison	2014	2015	2016	2017	2020
4-1	<b>Engagement with the business and volunteer community</b>						
	Number of partnerships with individuals, community groups and businesses with district	n/a	*	Cumulative 2013-2015 1311*	956	1,000	1,500
4-2	<b>Engagement with the community - Number of communications interactions with the community</b>						
	Social Media	n/a	n/a	n/a	1.6 million	2 million	5,000,000
	Website Page Views	n/a	2.3 million	6.9 million	7.7 million	8 million	10,000,000
	Mobile App Downloads	n/a	n/a	4,603	10,018	12,000	26,000
4.3	<b>Customer Services - I feel welcome in CFBISD schools</b>						
	Achieving Quality Together Survey	n/a	90%	90%	90%	91%	94%
	Scope Communications Survey - Parents	n/a	n/a	86%	86%	89%	94%
	<b>Satisfaction with District - I am satisfied with the district overall</b>						
4-4	Achieving Quality Together Survey	n/a	86%	86%	86%	86%	89%
	Scope Communications Survey-Parents	n/a	n/a	89%	89%	90%	93%
	Scope Communications Survey-Staff	n/a	n/a	93%	93%	93%	95%
	TASB Staff Survey - I am proud to work in CFB	n/a	96%	96%	95%	96%	98%

<sup>2</sup> In the 2013 Legislative session, a Local Accountability System was mandated for all Texas school districts. Districts must develop an evaluation system and performance measure for eight criteria: Fine Arts, Wellness & Physical Education, Community & Parental Involvement, 21st Century Workforce, Second Language Acquisition, Digital Learning, Dropout Prevention, and Gifted and Talented.

### **Tactical steps to improve community relations:**

2016-17	2017-18	2018-19
Enhance the iCare Customer Service Initiative by further developing diversity training and customer-focused evaluation	Evaluate, analyze and enhance the iCare Customer Service Initiative including internal and external customers	Expand the iCare Customer Service Initiative districtwide training all staff members
Evaluate and develop a comprehensive Business Partnership Program	Implement a comprehensive Business Partnership Program to gain support for all campuses	Expand the Business Partner Program through collaboration with departments for garnering support for district initiatives

**Tactical steps to improve communications:**

2016-17	2017-18	2018-19
Increase the network of communicators sharing the positive information about CFB including developing the Ambassadors in Action program	Focus on developing alumni as Ambassadors for CFBISD through the Ambassadors in Action program	Continue to develop the Ambassador Program by encouraging more parents to serve as Ambassadors for campuses
Explore and implement new platforms to communicate effectively with multi-generations both internally and externally	Continue to communicate district initiatives and accolades to internal and external audiences effectively	Continue to analyze trends and district needs to effectively communicate to district and community
Communicate district initiatives with fidelity to both internal and external audiences through all available communication tools	Continue to communicate district initiatives with fidelity to both internal and external audiences through all available communication tools	Continue to communicate district initiatives with fidelity to both internal and external audiences through all available communication tools

**Tactical steps to improve marketing:**

<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Develop inventive ways to reach our audiences through traditional and live video to further engage customers through decision process	Analyze emerging trends in video to market CFB stories, accolades and events to our internal and external audience	Expand the video experience of customers through new platforms by analyzing trends and data
Continue to expand CFB's content marketing through our School-A-Hoop brand by incorporating a variety of communication tools expanding the audience to target parents of kids 0-5 years old	Utilize Content Amplification by using advertising and social media to blast content to defined audiences	Incorporate events to expand the depth of the content to promote departments and campuses in CFB
Expand the use of data and analytics to inform CFB's marketing decisions by monitoring communication platforms using new analytical tools	Create a more shareable and personalized content experience using data and analytics	Continue to analyze analytical trends to further develop marketing and communication processes
Transform the district's website and all communication tools to achieve a more visual experience to move them towards a call for action	Analyze the use of visual storytelling in traditional and digital advertising to enhance our CFB marketing messages	Transform visual storytelling into a "show, don't tell" approach to increase engagement with content and messaging

## **COMPLIANCE ADDENDUM**

### Title I School-wide Components (TS)<sup>4</sup>

- TS 1. Comprehensive needs assessments are conducted
- TS 2. School-wide reform strategies are in place
- TS 3. District employs highly qualified teachers
- TS 4. Professional development is provided for teachers
- TS 5. Strategies are implemented to attract high-quality teachers to high-needs schools
- TS 6. Efforts are taken to increase parental involvement
- TS 7. Preschool children are assisted in the transition from early childhood programs
- TS 8. Teachers are included in decisions regarding use of academic assessments
- TS 9. Student difficulties are identified on a timely basis
- TS. 10 Federal, state, and local services are coordinated and integrated to serve students

<sup>3</sup> In the Compliance Addendum, the planned purpose for use of federal Funds is indicated by TS Codes.

## Objective 1: Programs & System Safeguards

Action Strategy	Person Responsible	Timeline	Evaluation or Measure	Resources	Title I Component
Continue strategies to address academic needs of lowest performing subpopulations (Special Education) by expanding professional development training options for all district staff to include: Accommodations training, positive behavior interventions, teaching procedures.	Executive Director of Special Education	July 2016	1% increase in performance on STAAR and STAAR-A in all content areas	Local Funds Title I \$1,500,000 Title 1 Parent Ed \$85,231	TS 8 TS 10
Continue strategies to address academic needs of lowest performing subpopulations (English Language Learners) by strengthening support provided to teachers via professional development regarding ELL needs, strengthening adherence to 50-50 dual language framework, and implementing language software to strengthen foundational English language.	Director of Bilingual/ESL	9/8/16 To 6/9/17	1% increase in performance on STAAR in all content areas; additionally a 1% increase in TELPAS growth K-12 in each of the 4 domains	State Comp Ed \$7,496,642 Title II \$676,882	TS 1-4 TS 6 TS 9-10
Provide academic support to meet the needs of lowest performing subpopulations (Economically Disadvantaged, Hispanic, & African-American) by providing academic training to staff, focused tutorials and effective Response to Intervention strategies.	Assistant Superintendent of Elementary Schools  Assistant Superintendent of Secondary Schools	October December March May	1% increase in performance on STAAR in all content areas	Local Funds, Immigrant Funds \$148,185	TS 1-3 TS 5 TS 9-10
Continue professional development regarding strategies for lowest performing students to meet potential.	Associate Superintendent of Educational Services	9/8/16 To 6/9/17	1-2% increase in performance on STAAR in all subjects and 3% for lowest performing subpopulations  Evidence of professional development in classroom observation	Title 1 Funds \$2,796,492 Title II Funds \$398,523	TS 3 TS 4
<b>Action Strategy</b>	<b>Person</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Resources</b>	<b>Title I</b>

	<b>Responsible</b>		<b>or Measure</b>		<b>Component</b>
Adopt and implement support program for dyslexic students by conducting professional development, monitoring the use of the program, and researching dyslexia programs.	Director of Language Arts	September 2016	1% increase in STAAR reading scores on STAAR and STAAR A assessments		TS 4 TS 9
Continue graduating teams at high schools and work toward implementing a similar system at middle schools to reduce dropout rate.	Executive Director of Career and Technology, Counseling, and Nurses	8/24/16 To 6/3/17	Achieve 4 year graduation rate at 95%		
Expand CTE education for students through implementation of House Bill 5 requirements.	Executive Director of Career and Technology, Counseling, and Nurses	February 2017	100% of 9th grade students begin high school with endorsement		TS 5
Provide support for ongoing remedial instruction for students who have not met STAAR requirements by providing support through Read 180, double blocked STAAR instruction, writing coaching, and instructional tutorial support	Assistant Superintendent of Elementary Schools  Assistant Superintendent of Secondary Schools	October 2016 To March 2017	1% increase on STAAR in all students; 3% increase in lowest performing groups	Personnel (\$600,000) from local funds	TS 4
Provide Credit by Exam opportunities for credit recovery, course acceleration in secondary, or grade acceleration within district guidelines. Provide placement based on results	Executive Director AAS/World Academic Services  Director Assessment and Accountability	8/24/16 To 7/7/17	Improve four year graduation rates; provide access to accelerated instructional opportunities	\$4000 local funds for assessments; CBE dates posted on district website	
Explore expanding GT elementary services to include Math enrichment in a cluster-grouped model to parallel our current ELA GT services.	Executive Director AAS/World Academic Services	September January March	Improve Advanced scores in Mathematics on state testing by 1%		
<b>Action Strategy</b>	<b>Person</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Resources</b>	<b>Title I</b>

	Responsible		or Measure		Component
Continue process to inform middle school and high school students and their parents, through counselors, about higher education admissions, financial aid, TEXAS Program, TEach for Texas, the need for students to make informed curriculum decisions, and sources of further information on higher education admissions, financial aid, and scholarship opportunities	Executive Director of Career and Technology, Counseling, and Nurses	September 2016 To January 2016	1% increase in scholarship monies; 2% increase in National Clearinghouse data for attendance at university/ college	Campus Counselors Title 1 Parent Ed Funds \$16,469	
Conduct Kindergarten Roundups, Kinder parent meetings and/or Meet the Teacher nights to transition students to the next grade level	Assistant Superintendent of Elementary Schools	April-May	100% of students making a successful transition to the new grade level	Title 1 Parent Ed Funds \$5,000	TS 7
Accelerate the performance of subpopulations not meeting Texas Accountability System Safeguards (specifically special education students in math, writing and social studies and limited English students in social studies) by providing teachers with immediate feedback on their teaching moves, and facilitating appropriate and timely Response to Intervention and tutorial programs to students	Assistant Superintendent of Elementary Schools  Assistant Superintendent of Secondary Schools	October 2016	District writing coaches, Campus and District administrative staff  Campus teaching staff	Title I Funds \$423,434  General Funds \$2,000,000	TS 4 TS 9 TS 10
Integrate technology into the instructional program by embedding in CoL and supporting integration with coaches and specialist	Director of Instructional Technology	August 2016	At least one digital experience embedded in curriculum for each unit of study	Local funds for technology purchases Planned professional learning for ITS, Instructional Leadership, teachers	

## Objective 2: Programs & System Safeguards



Action Strategy	Person Responsible	Timeline	Evaluation or Measure	Resources	Title I Component
All staff members will be trained in the CFBISD Suicide Prevention Protocol	Executive Director of Career and Technology, Counseling, and Nurses	August-September	Training survey reports and sign in sheets	Local Funds	
Implement conflict resolution programs: <ol style="list-style-type: none"> <li>1. Elementary-Utilize weekly R-Time program to promote positive peer relationships</li> <li>2. Middle School-Utilize weekly Negotiate program to promote effective conflict resolution</li> <li>3. High School-Continue Be Project group to foster healthy relationships</li> </ol>	Executive Director of Career and Technology, Counseling, and Nurses	8/24/16 To 6/3/17	Behavior coach support with contact hours  R-Time, Negotiate and Be Project session dates, agendas, and lessons	Local Funds	
Monitor and respond to violence intervention support request	Executive Director of Career and Technology, Counseling, and Nurses	8/24/16 To 6/3/17	Collect and monitor data received from forms and provide additional support		
Expand positive behavior intervention through professional development	Executive Director of Career and Technology, Counseling, and Nurses	August 2016	Reduce out-of-school disciplinary placements by 3% and provide Behavior Coach support to classroom teachers. Provide learning opportunities for learning through the Learn More Achieve More Conference		

Action Strategy	Person Responsible	Timeline	Evaluation or Measure	Resources	Title I Component
Provide resources and support to campuses in order to prevent physical and verbal aggression, sexual harassment, and other forms of bullying on school property or school vehicles	Executive Director of Career and Technology, Counseling, and Nurses	8/24/16 To 6/3/17	Training for staff and students Bullying and harassment reporting system Confidential tip line for reporting		
Provide professional development for staff regarding safety planning for victims of dating violence, school based alternatives to protective orders, and understanding of dating violence	Executive Director of Career and Technology, Counseling, and Nurses	August 2016	Training survey reports and sign in sheets Opportunities for guest speakers		
Increase staff, student and parent awareness of sexual abuse and other maltreatment of children. Training to include information on child abuse reporting protocol, prevention techniques, and likely warning signs. Campus level programs to educate students on prevention and protection strategies.	Executive Director of Career and Technology, Counseling, and Nurses	September 2016	Awareness posters at every campus Abuse hotline Anti-Victimization lessons Training survey report and sign in sheets	Title I Funds \$7,000	

**2016-17 Region 10 ESC Migrant Education Program PFS/Migrant Plan of Action**

<b>Expected Results/Goals</b> (Performance Indicators)	<b>Activities and Person Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b> (Funds, Materials, Time, Personnel, etc.)	<b>Evaluation</b> (Formative and Summative or Performance Indicators)
<p>Maintain and identify resources that are adaptable to the highly mobile lifestyle migrant students, particularly PFS Students</p>	<p>ESC 10 NGS Specialist will identify PFS Students by generating monthly NGS PFS reports. ESC 10 MEP Consultants and District MEP Contacts will review the NGS PFS report on a monthly basis. ESC 10 MEP staff with input from District MEP contacts as appropriate will develop a Priority for Services Plan of Action for identified Priority for Service Students and include OSYs, as appropriate. ESC 10 MEP Consultants, during Migrant Quarterly Meetings and/or during consultations, will provide information to District</p>	<p>9/1/16-8/31/17 Prior to 8/26/16 9/1/16/8/31/17</p>	<p>NGS PFS report Retention Report Local Needs Assessment including OSYs identified needs Program Evaluation Student Performance Logs NGS Priority for Service Report Coordinated Meetings PFS Criteria</p>	<p>100% of PFS students will be identified and 100% of District Migrant Coordinators will receive the report. Priority for Service Action Plan completed/ distributed Compliance reports Completion of needs assessment for OSYs, as appropriate Annual ID&amp;R meeting agenda, Quarterly meeting agenda</p>

GRADUATE PROFILE

Graduates of Carrollton-Farmers Branch ISD are.....

Responsible individuals who:	Competent learners who:
<ul style="list-style-type: none"> <li>● Model productive citizenship.</li> <li>● Practice successful personal management.</li> <li>● Demonstrate character values and ethical behavior.</li> <li>● Appreciate the value of diversity</li> <li>● Function effectively as team members</li> </ul>	<ul style="list-style-type: none"> <li>● Continually pursue and integrate knowledge.</li> <li>● Achieve academic standards.</li> <li>● Apply various forms of technology learning.</li> <li>● Seek educational and career options</li> <li>● Produce quality products.</li> </ul>
Effective communicators who:	Complex thinkers who:
<ul style="list-style-type: none"> <li>● Read with understanding.</li> <li>● Interpret information.</li> <li>● Interact through listening and speaking.</li> <li>● Write clearly.</li> </ul>	<ul style="list-style-type: none"> <li>● Solve problems critically.</li> <li>● Create original ideas and solutions.</li> <li>● Understand and apply systems thinking.</li> </ul>

STATEMENT OF BELIEFS

1. The economic, political and societal success of our country depends upon a quality education for all.
2. Diversity strengthens the community and enriches the fabric of our society.
3. It is the responsibility of the entire community to partner in the educational process.
4. Learning occurs best in a safe, structured, and nurturing environment.
5. Belonging to a family, to a school, and to a community is vital, and this sense of belonging advances learning.
6. Each person's educational path deserves to be valued equally.
7. Learning empowers people to reach their full potential: physically, mentally, socially, and emotionally.
8. Everyone is a teacher, and everyone is a learner.