CARROLLTON-FARMERS BRANCH ISD COLLABORATIVE VISIONING

Collaborative VISION 2030

Revised April 2021

In response to academic concerns due to the pandemic of 2020-2021

Executive Summary Collaborative Visioning 2020-2030

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

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

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

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

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

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

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

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

SWOT ANALYSIS

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
- Academies - Fine Arts - Teachers - Alternative Learning Campus - Financial Management - Enterprise Resource Planning (ERP) Analysis - More Bank for your Buck - Better return on investment. Less spent in comparison to higher performance - Career Ready Offerings - Certification - Advanced Placement (AP)/Dual Credit Offerings - Professional Growth for Staff - Open Enrollment - Inter and Intra - Diversity - Early Exposure to Fine Arts Offerings and Opportunities to Students - Pre-K Education - Early Intervention Program - Technology 1 to 1 - Staff Resources for how to integrate tech into classrooms - Invested Leadership - LEAP	- Marketing / Branding / Website - Athletics - Declining Enrollment - Understaffed Special Education (SPED) Programs - Coaches having available time to do coaching - Performance / Low-Performing Schools - Reading support for struggling students / Early Literacy - Lack of consistency among campuses - Aging Buildings	- Aging Buildings - Bond Funds - Space to be Creative to Gain Students - Increased Programming for Gifted and Talented (GT) Students - Re-evaluate Athletic Needs to Increase Capacity - Expanding Corporate Partnerships - Increase Community Involvement Support at District Events - Programming to Increase National Merit Scholars Numbers - Educate Whole Child - Educate the Parent / More Parent Interaction and Communication - Safety and Security - Numerous Fine Arts and Athletics Opportunities, but need scheduling constraints lifted	- Charters - Competitors who Brand Themselves in a Different Manner - Declining Enrollment - Cultural Barriers / Fears - Unfunded Mandates - Outside Political Forces - Aging on Community

PRIORITY DESIGN TEAM

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

Motto

High Expectations for ALL

Mission Statement

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

Vision

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

Value Statements

CFBISD BELIEVES IN...

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

CFBISD
Graduate Attributes
Carrollton • Farmers Branch Independent School District

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

COLLABORATIVE VISIONING STRATEGIC PRIORITIES AND OBJECTIVES

Optimize Engaging & Diverse Learning

OBJECTIVES:
- The goal of the priority design team is to analyze data and draw on personal experiences to provide direction on CFB's commitment to engaging and diverse learning that will best prepare students for success in an unknown future. This team will consider the following during their work:
  - 21st Century Skills: Communication, Collaboration, Creativity, Critical Thinking
  - Career Readiness
  - College Readiness
  - Cultural Proficiency
  - Digital Learning
  - English Language Learners
  - Students with Special Needs
  - Students with Dyslexia
  - Gifted and Talented students
  - Fine Arts and Athletics (Extracurricular Activities)
  - Health and Physical Fitness

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

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

Optimize Community Engagement

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

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

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

Optimize Social & Emotional Health of all students

OBJECTIVES:

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

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

Optimize All Available Resources

OBJECTIVES:

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

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

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

Collaborative VISION 2030

Carrollton-Farmers Branch ISD
Carrollton-Farmers Branch Independent School District

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

Mission

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.

Vision

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

Motto

High Expectations for ALL

Value Statements	Strategic Priorities	Objectives	Measures
	Optimize Engaging and Diverse Learning	Develop, implement, and sustain programs that maximize academic achievement for all students	• Student Voice Survey % of student satisfaction with programs % of student College/Career/Military readiness (CCMR) % of students in 3rd grade reading scoring at the Meets or Masters level % of students participating in Academies who found jobs in that area (post secondary rates - completion)
		Develop, implement, and sustain programs that support campus administrator's leadership skills	% of Administrators trained in Transformational Instructional Leadership (Data-Driven Instruction and Observation and Feedback) # of professional development offerings for Administrators
		Develop, implement, and sustain programs that maximize choice and allow students to develop talents and achieve CCMR	• CCMR rate above peer school districts, by at least 5% # of programs % of students participating
		Develop, expand, and implement quality early childhood education	# of Pre-K programs % of students on level (+) by Pre-K-3 (Numeracy)
	Optimize Facility, Safety and Security, and Infrastructure to Be Adaptable to Student Needs	Develop and implement a framework for passage of follow-up bond programs every four years	• Successful presentation and adoption of a bond program every four years
		Design and maintain facilities to be adaptable to changing learning experiences and student engagement	# of facilities redesigned and modified
		Implement safety and security measures that meet the need of the whole person in all school facilities	# of safety and security measures implemented % of students, teachers, and staff feeling safe # of facilities modified
	Optimize Community Engagement	Create district-wide consistency regarding rules / policies involving family, parents, and volunteer engagement	# of parents / family members volunteers established % of parents / family members volunteers retained % of parents / family members volunteers reporting a good experience % of schools reporting a good experience
		Build and sustain intentional relationships with business, community, and civic organizations	# of established relationships built % of retained relationships % of partners reporting a good experience % of schools reporting a good experience
	Optimize Social and Emotional Health of All Students	District will develop and implement professional learning for all educators on Social and Emotional Learning	# of professional learning sessions offered focused on research-based social and emotional practices % of teachers meeting district and campus learning requirements
		District will develop and implement Social and Emotional Learning practices for all students to: • Master executive functions: focus, organize, and self-regulate • Build and nurture healthy relationships among students, staff, and family	• Pre and post surveys for students and teachers • Discipline data
	Optimize All Available Resources	Acquire and retain high-quality personnel at all levels (all professional and support staff)	# new hires # teacher retention # teacher attrition # returning teachers # support staff retention # support staff attrition
		Increase student enrollment	# student enrollment
		Achieve maximum long-term financial sustainability	• Ratings from relevant agencies • Tax rate • Tax base • Fund balance • Staff ratio to student ratio
		Optimize the quality of all facilities	% of facilities engaged in active learning • Facility condition index • Operational efficiency

COLLABORATIVE VISIONING 2020-2030

Optimize Engaging & Diverse Learning

Objective 1:	Develop, implement and sustain programs that maximize academic achievement for all students				
Measures:	Student Voice Survey % of student satisfaction with programs % of student College/Career/Military Readiness (CCMR) % of students in 3rd grade reading who score at the Meets or Masters level % of students participating in Academies that secured jobs in that area (post secondary rates - completion)				
	Action Steps:	**Owner:**	**Measure:**	**Resources:**	**Timeline:**

1	Develop critical thinking skills
	  a. Provide professional development and Professional Learning Communities (PLCs) for staff to improve critical thinking in the classroom
	  b. Develop formative assessments to be given approximately every 3 weeks to measure student mastery of content
	  c. Utilize assessments to determine next steps by classroom and student
		Associate Superintendent	By 2024, the percentage of graduates who meet TSI criteria through SAT, ACT, TSIA, or a college preparatory course in ELAR will increase from 74% to 84% and in Math will increase by 50 to 60%.	T&L Staffing
				CCMR Deans
				DDI & PLC training
					2% increase in overall CCMR yearly to 2024; re-evaluate each year after

2	Create a 1st-8th grade Gifted & Talented school
	  a. Create a 1st-5th grade school
	  b. Expand the programming through 8th grade
		Executive Director for Advanced Academic Services	Schools will be in operation	Staffing
				Curriculum materials
					August 2020
					August 2024

3	Increase early literacy and early mathematics scores as measured by the State of Texas
	  a. Implement the comprehensive 5 year Early Literacy & Math Plans
	  b. Increase the amount of sustained reading time for students
	  c. Monitor student progress on key literacy & mathematics skills
		Directors of Elementary Language Arts and Mathematics	By June 2024, the percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 42% to 55% and on STAAR Math will increase from 45% to 55%.	Literacy coaches & Instructional facilitators	2% increase in overall grade 3 STAAR performance yearly to 2024; re-evaluate each year after

#	Strategy	Person(s) Responsible	Measure	Resources	Benchmark
4	Reduce the percentage of students receiving Tier 2 & 3 Response to Intervention instruction a. Identify Essential Standards b. Utilize progress monitoring by student, class, and campus regarding Essential Standards c. Evaluate current RTI model and make necessary changes to resources and services d. Offer professional development to educators to support academic achievement	Associate Superintendent Chiefs of School Leadership	Percentage of students receiving Response to Intervention (RTI) services from 23% to 15% by 2030	RTI Resources	Current: 23% 2023 goal: 22% 2025 goal: 20% 2027 goal: 18% 2029 goal: 16%
5	Monitor and adjust curriculum in each content area a. Develop formative assessments b. Provide training for staff regarding formative assessment	Associate Superintendent	By June 2024, the percentage of students that score meets grade level or above on all grades/all subjects on STAAR will increase from 47% to 57%.	T&L staffing	2% increase in overall STAAR performance yearly to 2024; re-evaluate each year after
6	Provide online programs to promote questioning and further learning for students in and out of school no matter teacher, time and absences	Associate Superintendent Chief Technology Officer	By June 2024, the percentage of students that score meets grade level or above on all grades/all subjects on STAAR will increase from 47% to 57%.	Funding for online programs and technology	2% increase in overall STAAR performance yearly to 2024; re-evaluate each year after
7	Develop a data rich culture by providing Professional Development regarding Data Driven Instruction	Chiefs of School Leadership	By June 2024, the percentage of students that score meets grade level or above on all grades/all subjects on STAAR will increase from 47% to 57%.	T&L staffing	2% increase in overall STAAR performance yearly to 2024; re-evaluate each year after

Objective 2:	Develop, implement and sustain programs that support campus administrator's leadership skills

	Measures:	% of Administrators trained in Transformational Instructional Leadership (Data Driven Instruction & Observation and Feedback) # of professional development offerings for Administrators				
	Action Steps:		**Owner:**	**Measure:**	**Resources:**	**Timeline:**
1	Provide partial scholarships to promote further education in administration		Chief of Staff	School culture reflects 100%: - High expectations - Intentional focus on continuous improvement - Distributive leadership - Clear vision - advance student growth (SEL, Academics)	Access to highly effective leaders nationwide, with proven record of success	June 2025

2	Support Administrative Leadership development
	    a. DeLoitte University - Cohort I & II
	    b. Professional Learning Communities (PLC)
	    c. Data Driven Instruction
	    d. Content trainings
	    e. Customer Service
	    f. Culture
			Chiefs of School Leadership	District surveys - 85% of principals responding their needs are met	Funding for training	100% of CFB administrators will attend the Deloitte Academy and PLC training and/or have updates in these areas by 2025. All new administrators will receive this professional development within five years of their hire date.

4	Survey other districts to determine viability for increased stipends and / or support for advanced degrees		Chief of Staff	Stipend study		January 2023
5	Develop leadership pipeline programs for teachers. Investigate partnerships with local universities		Chief of Staff	List of partnerships Leadership pipeline programs		October 2020 January 2024

Objective 3:	Develop, implement and sustain programs that maximize choice and allow students to develop talents and achieve CCMR
Measures:	CCMR rate above other districts that are similar in size, demographics, etc., by at least 5% # of programs % of students participating

	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Survey Gifted and Talented parents and students at the Middle School and High School campuses	Chief Technology Officer; Associate Superintendent for Curriculum	Ensure 80% or more students / parents agree or strongly agree with statement regarding adequate choices for students	Post high school counseling support (ex: addition of CCMR Deans to support program choice and college and career opportunities)	2020-2021; Ongoing 2020-2030
2	Investigate the option of adding a K-8 Academy (ex: Montessori)	Associate Superintendent	Opening of a K-8 Academy	Funding for staffing, materials and curriculum development	Ongoing 2020-2030
3	Expand CFB Stellar Academies a. Investigate mixed programs such as Dual 2way / Arts Academy or Dual 2way / STEAM Academy at the elementary level b. Survey parents to determine future needs/wants c. Survey to evaluate the effectiveness of current programs	Associate Superintendent	Parents and student interest in future programming Survey data showing satisfaction with CFB's Stellar Academy	Survey data; funding for future initiatives	October 2020
6	Evaluate dual language options for Korean	Executive Director of Advanced Academic Services	Recommendations from the department		October 2023
7	Increase number of students successfully engaged in CTE coursework a. Utilize social media accounts to share positive news b. Survey businesses and stay abreast of industry standards	Executive Director of CCMR	Utilize social media accounts to post weekly positive news regarding CCMR indicators from TEA's A-F accountability system, as well as enhancements to college access and success	Facebook, Instagram, and YouTube	Accounts created prior to the start of the 2020-2021 school year, and updated weekly with information
8	Educate families and staff about programs and opportunities that are available in CFBISD that will engage their interest and increase learning opportunities	Executive Director of CCMR	Align middle and high school Career and Technical Education Programs of Study showcased in campus CTE brochures; Develop CCMR guide by 2020-2021 school year' videos on district webpage showcasing all stellar programs	Videographer, website location for posting links to videos and guides; 'Learn More Achieve More' sessions to update staff on the district's opportunities for	Guide development 2020-2021; annual updates and training

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

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

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

	Action Steps	Owner	Measure	Resources	Timeline
15	Offer a Data Visualization Literacy program in partnership with Texas Universities at the High School / Early College High School level	Executive Director of CCMR	Collaborate with colleges and local data visualization organizations to develop data visualization camps, integrate data visualization into core and CTE courses. Investigate possible dual credit opportunities.	Consider subscription to Tableau or other data visualization software. Reserve funding for Saturday programming and staff professional development.	2021 and ongoing
16	Study and implement state legislation that supports HB3 and other CCMR objectives	Executive Director of CCMR	CCMR department to conduct regular interdepartmental meetings with Chiefs of School Leadership, Assessment and Accountability, Teaching and Learning, Bilingual/ESL, and Special Education to share information about state legislation and the impact on CCMR for students; Evaluate enrollment and demographic data for all CTE courses to identify future P-TECH pathways	HB3 funding for P-TECH and New Tech Network students	2020-2022 and ongoing

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

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

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

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

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

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

Optimize Community Engagement

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

Objective 2:	Build and sustain intentional relationships with business, community, and civic organizations				
Measures:	# of established relationships built % of retained relationships % of partners reporting a good experience % of schools reporting a good experience				
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Define partnerships according to district	Communications Department	100% of campuses are informed of definition as defined by Communications Dept	Website; Social media; PTA; Business community	Completed Summer 2020
2	Develop district-wide committee made up of principals from all four areas of district	Communications Department	Digital survey; 100% for owner engagement and engagement of principals	100% of current partners are surveyed; Personnel time	Implemented 2021
3	Survey volunteers & partners. Use results to develop outreach campaign to target potential partners	Communications Department	100% of potential partners surveyed	Digital survey; Marketing outreach	2021-2022 school year

Optimize Social & Emotional Health of all students

Objective 1:	District will develop and implement professional learning for all educators on Social and Emotional Learning				
Measures:	# of professional learning sessions offered focused on research based social and emotional practices % of teachers meeting district and campus learning requirements				
	Action Steps:	**Owner:**	**Measure:**	**Resources:**	**Timeline:**
1	Create and provide district-wide survey to conduct social and emotional learning needs assessment for teachers	Executive Director of CCMR; Communications	At least 75% of surveys completed and submitted to all teachers	Google forms	Complete by 2022
2	Use collected data to establish comprehensive plan	Executive Director CCMR & Team; Communications; Curriculum Directors	Provide all teachers training and resources needed to implement plan Expand current high school NEST curriculum	To be determined as needed by Administration	Complete by 2022
3	Identify, locate, and offer resource needs to support specific plan	Executive Director CCMR & Team; Communications; Curriculum Directors	100% of campuses report data to district	To be determined as needed by Administration	Complete by 2022
4	Review and adjust learning each year	Executive Director CCMR & Team; Communications; Curriculum Directors	Final selection of program and/or policy for elementary, middle, high school	To be determined as needed by Administration	Complete by 2022
5	Provide ongoing social and emotional training and support to campuses annually	Executive Director of CCMR & Team	Data taken beginning, middle, and end of year - three pieces of data per year	To be determined as needed by Administration	Annually

Objective 2:	District will develop and implement Social and Emotional Learning practices for all students to: ○ **Master executive functions: focus, organize and self-regulate** ○ **Build and nurture healthy relationships among students, staff and family**				
Measures:	Pre and post surveys for students and teachers Discipline data				
	Action Steps:	**Owner:**	**Measure:**	**Resources:**	**Timeline:**

1	Create a district-wide committee with teachers, counselors, and campus administrators to determine executive functions students need to master	Executive Director CCMR & Team	100% of committee members identified and informed of objective	To be determined as needed by Administration	Complete by 2022
2	Locate, assess, and select research-based programs and/or practices that meet identified needs	Executive Director CCMR & Mental Health and Behavior Team	Final selection of program and/or policy for: elementary, middle, high school	Sanford Harmony and NEST Curriculum	Completed for elementary and high school. , Complete by 2022 for middle school
3	Establish a plan to implement selected plan(s) or program(s)	District and Campus Administrators	100% of plan is developed and implemented	To be determined as needed by Administration	In process, will complete in 2022
4	Provide teachers with the tools, resources, and training needed to begin implementation	District and Campus Administrators	Provide all teachers 100% of training and resources needed to implement	To be determined as needed by Administration	In process, will complete in 2022
5.1	Provide support and resources to students/campuses for continued social/emotional growth of students at elementary level such as NEST at the 5th grade level	Executive Director CCMR	100% of elementary campuses receive NEST training	NEST curriculum	2021-22 and ongoing
5.2	Provide support and resources to students/campuses at secondary level for continued social/emotional growth of students such as restorative interventionists/practices	Assistant Superintendent	100% of secondary campuses have restorative interventionist	Restorative Interventionist Script and Process	2021-22 and ongoing
6	Campus level needs assessment each year to determine support/improvement needed each year	Campus Administrators	Each campus to report results for restorative to Assistant Superintendent and for SEL to Executive Director of CCMR	Google Survey	2021-22 and yearly
7	Re-evaluate the SEL selected plan(s) for program(s) every 2 years	Executive Director CCMR & Team	100% of campuses report data to CCMR Executive Director or designee	Comparison to current CASEL standards	2021-22 and every two years

Optimize all available Resources

Objective 1:	Acquire and retain high quality personnel at all levels (all professional and support staff)				
Measures:	# new hires # teacher retention # teacher attrition # returning teachers # support staff retention # support staff attrition				
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Publish (fully transparent) current pay and benefits for all positions	Human Resources; Instructional Technology	Within four weeks of Board approval	Personnel time	2020-2021
2	Accelerate hiring process	Campus; Department; Human Resources	48 hour timeframe from recommendation to official offer to district letter	Campus; Department; Human Resources	2020
3	Conduct professional development for all staff	District; Campus	Professional development calendar	All Departments; Region 10; External Partners	2020
4	Develop strategies to retain exceptional teachers and staff	Human Resources; Campus	#Staff retention	District data vs peer districts who are similar in size, demographics, etc.	2020
5	Place an emphasis on recruiting a diverse teacher population that represents the community	Human Resources; Campus	Demographic measure	District data	2020
6	Offer benefits to staff that differentiate CFB from neighboring districts	Human Resources	Comparison of districts	District data vs other districts	2020
7	Continue to monitor other districts to maintain competitive salary schedule	Human Resources	Compensation survey	ATPE; TSTA; TFT	2020

Objective 2:	Increase Student Enrollment and Attendance				
Measures:	# student enrollment % student attendance				
	Action Steps:	Owner:	Measure:	Resources:	Timeline:

1	Evaluate programs to attract and maintain students; align programs through elementary, middle and high school	Executive Director CCMR, Director of Athletics, Director of Fine Arts	# of students enrolled in each CTE course; # of certifications earned by students; # of recognitions earned by students	Faculty and student survey annually	2022
2	Publicize outstanding programs and accomplishments	Communications Services	Social media metrics	Office of Communications Personnel	2020
3	Conduct competitive analysis of other districts, charter, and private schools	Business Services	Reports	Contract; Chambers; Churches; R10; Regional Networks	2020
4	Maintain, strengthen and increase community partnerships to support student success	Executive Director CCMR; Communications Services	# of community partnerships; Social media metrics; # of student internships	Contract; Chambers; Churches; R10; Regional Networks; Ambassador Program	annually
5	Develop programs and incentives to increase student attendance	District; Campus	% of student attendance; Internal & External benchmarking	Campus; Department; Business Services	Every 6 months

Objective 3:	Achieve maximum long-term financial sustainability				
Measures:	Ratings from relevant agencies Tax rate Tax base Fund balance Staff ratio to student ratio				
	Action Steps:	**Owner:**	**Measure:**	**Resources:**	**Timeline:**
1	Training for business services personnel	Business Services	TASBO Certifications for personnel	Texas Association School Business Officials	Annually
2	Evaluate campus and programs for resource reallocation	Business Services; Education Services	% campus utilization; community interest	Campus Leadership; Communications Services	Annually
3	Increase student attendance	Student Services	Internal & External benchmarking	Attendance Clerk	Annually
4	Analyze staffing patterns and make	Human Resources;	TASB report; Internal & External	Human Resources;	Annually

	recommendations	Campus Principals	benchmarking	Business Services; Educational Services	
5	Work to maximize enrollment	Community relations;Business Services	Enrollment; Trends of transfers-in & transfers-out	Templeton; PEIMS	Annually
6	Maintain strong fund balance	Business Services	At least 3 months of expenditures; Debt /bond rating	Rating agencies; Business Services	Annually

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