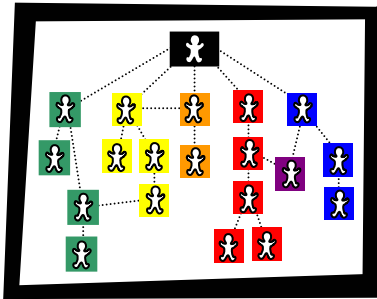


District Action Plan



Priorities for 2008-2009
Cypress-Fairbanks Independent School District

Our Mission

The District will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes.

Effective Communicator
Competent Problem-solver
Self-directed Learner
Responsible Citizen
Quality Producer

The priorities and objectives detailed in CFISD's Annual Action Plan document are designed ultimately to develop these competencies in our students.

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Goal 1: Student Growth and Development

District Goal 1: Student Progress: Academic Learning and Social/Emotional Development

- Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.
- Students' behavior will exemplify the skills, attitudes, and/or practices characteristic of productive, community-minded adults: citizenship, self-esteem, respect for others, accountability for actions, and healthful lifestyles.

Overview of AEIS Targets and Other Indicators: Academic			Criteria for Exemplary or GPA
State Indicators			
TAKS reading, writing, math, science, and social studies for all students and each group Focus areas: Math, grades 8-10; Science, grades 8 and 10; and Reading, grades 10-11 (open-ended responses) Focus groups: LEP, special education, economically disadvantaged, recent enrollees			>= 90%
TAKS-Accommodated performance for all students in reading, writing, ELA, math, science, and social studies			>= 90%
Performance of LEP students	TAKS		>= 90%
	TELPAS composite, composed of Reading Proficiency Tests in English (RPTE) Texas Observation Protocols (TOP)	AMAO1: One year's progress in one year	>= 80%
		AMAO2: "Advanced High" level attained	>= 46%
Commended Performance status on TAKS			>= 30%
Participation in state assessments (TAKS and/or TAKS-Accommodated)			>= 95%
College entrance exams (SAT and/or ACT)	Taking exam(s)		>= 70%
	Meeting performance criteria		>= 40%
Texas Success Initiative: College Readiness Component	English Language Arts		>= 60%
	Math		>= 60%
Recommended High School Program / Distinguished Achievement Program			>= 85%
Advanced/Dual Enrollment Course Completion			>= 30%

Overview of AEIS Targets and Other Indicators: Academic, <i>cont'd</i>			Criteria for Exemplary or GPA
District Indicators			
Promotion rate (elementary) or course passing rate (secondary)			>= 90%
Performance on district benchmark exams (elementary) or district TEKS tests (secondary) in English, mathematics, science, and social studies Focus areas: Reading and Language Arts: grades 1-4 Math: grades 4 and 8, Algebra I, Geometry, and Math Models Science: grades 7-8, IPC, Biology, and Physics I Social Studies: grades 9-12, all courses			>= 90%
On-level or above-level competence in reading, writing, math, science, and social studies			100%
PSAT	10 th grade	Taking exam	>= 95%
	11 th grade	Taking exam	>= 40%
		Qualifying for National Merit Scholarship program	3.5%

Overview of AEIS Targets and Other Indicators: Behavioral			Criteria for Exemplary or GPA
State Indicators			
Attendance rates	District		>= 96.0%
	Elementary		>= 97.0%
	Middle School		>= 96.0%
	High School		>= 95.0%
Dropout rate (grades 7-8)			<= 2.0%
Completion rate ('03-'04 cohort = Class of 2007; sum of graduates + continuers)			>= 95.0%
Discipline-related alternative education placements			<= 1.5%
District Indicators			
Secondary students participating in athletics			>= 40%
Secondary students participating in co-curricular activities			>= 30%

**Priority
1A**

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement			
					Criteria	'07-'08 Actual	'08-'09 Target	
1A-1	Improve elementary students' reading skills.	<ul style="list-style-type: none"> ▪ Motivate students to think at high levels before, during, and after reading. ▪ Emphasize elementary teachers' use of a "balanced literacy" approach through districtwide implementation of a standardized program. ▪ Continue Small Group Reading Instruction (SGRI) by adopting strategies proven successful in the Reading Recovery program. ▪ Continue to implement <i>READ 180</i> classes for struggling readers. ▪ Expand the "model classroom teacher" initiative by increasing the number of participating teachers who demonstrate best literacy practices in action and are available for observation by new and/or inexperienced teachers. ▪ Provide early intervention programs/strategies/coaches (PreK through 1st) to address literacy concerns. 	Curriculum coordinators; helping teachers; reading/ELA teachers; campus leaders	<ul style="list-style-type: none"> ▪ TAKS results ▪ Comparable Improvement in Reading ▪ Benchmarks ▪ Teacher training ▪ Decreased effects of mobility ▪ Cost savings ▪ TPRI/Tejas Lee 	Reading, 3 rd -5 th	≥ 90% Passing TAKS [Groups]	3rd 4th 5th	
						≥ 30% Commended Earns GPA [Groups]	3rd 4th 5th	
					Writing, 4 th	≥ 90% Passing TAKS [Groups]	% All	
						≥ 30% Commended Earns GPA [List]	% All # ES	
					# Schools Q1 for Reading [List]	# ES		
					≥ 90% passing Reading Benchmarks [By Grade]	1st 2nd 3rd 4th 5th		

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1A-2	Improve secondary students' reading skills.	<ul style="list-style-type: none"> ▪ Increase teachers' knowledge of reading process skills and TAKS reading objectives to facilitate making connections between and among strands of reading TEKS (grades 6-8). ▪ Ask compelling questions. ▪ Increase students' independent reading levels. ▪ Motivate students to think at high levels before, during, and after reading. ▪ Continue to implement 90-minute <i>READ 180</i> classes for struggling readers. ▪ Improve students' ability to locate relevant textual evidence to support ideas/inferences. ▪ Monitor student growth with routine Lexile level assessments. 	Curriculum coordinators; helping teachers; reading/ELA teachers; campus leaders	<ul style="list-style-type: none"> ▪ TAKS results ▪ Comparable Improvement in Reading ▪ TEKS Test results ▪ Teacher training 	≥ 90% Passing TAKS [Groups]	6th 7th 8th 9th 10th 11th	
					≥ 30% Commended Earns GPA [Groups]	6th 7th 8th 9th 10th 11th	
					# Schools Q1 for Reading [List]	#MS #HS	
					≥ 90% passing ELA TEKS Tests [By Course]	% All	

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1A-3	Improve writing skills of elementary and secondary students.	<ul style="list-style-type: none"> ▪ Improve students' understanding of ways to strengthen development of ideas in compositions. ▪ Conduct writing conferences with individual students. ▪ Use the context of students' writing and reading assignments to improve instruction in grammar, usage, and mechanics 	Curriculum coordinators; helping teachers; language arts and English teachers	▪ TAKS results	≥ 90% Passing TAKS [Groups]	4th 8th	
					≥ 30% Commended Earns GPA [Groups]	% All	
1A-4	Improve achievement in elementary math.	<ul style="list-style-type: none"> ▪ Integrate new textbook and technology into the curriculum. ▪ Provide instructional coaching. ▪ Provide staff development focused on student engagement. ▪ Provide new teacher staff development focused on in-depth knowledge of content and strategies. ▪ Gain instructional time by assigning helping teachers and by holding "super camp" events. ▪ Provide 12 additional lessons for each grade for use at Saturday math camps and/or after-school tutoring. ▪ Provide teachers with TEKS-based materials designed to ensure high levels of challenge. 	Curriculum coordinator; helping teachers; classroom teachers	<ul style="list-style-type: none"> ▪ TAKS results ▪ Benchmarks 	≥ 90% Passing TAKS [Groups]	3rd 4th 5th	
					≥ 30% Commended Earns GPA [Groups]	3rd 4th 5th	
					# Schools Q1 for Math [List]	# ES	
					≥ 90% passing Math Benchmarks [By Grade]	K 1st 2nd 3rd 4th 5th	

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1A-5	Improve achievement in secondary math.	<ul style="list-style-type: none"> ▪ Increase teachers' knowledge of mathematics content to facilitate their making connections between and among strands of math TEKS. ▪ Deploy helping teachers to assist teachers/teams with lesson planning and technology integration. ▪ Build into each math scope and sequence time for reteaching. ▪ Train teachers in the appropriate use of data as a tool for reteaching. 	Curriculum coordinator; helping teachers; classroom teachers	<ul style="list-style-type: none"> ▪ TAKS results ▪ TEKS Test results ▪ Improvement for ACP and novice teachers 	≥ 90% Passing for Exemplary [Groups]	6th 7th 8th 9th 10th 11th	
					≥ 30% Commended Earns GPA [Groups]	6th 7th 8th 9th 10th 11th	
					# Schools Q1 for Math [List]	# MS # HS	
					≥ 90% passing Math TEKS Tests [By Course]	% All	
1A-6	Improve achievement in elementary science.	<ul style="list-style-type: none"> ▪ Assist struggling students. <ul style="list-style-type: none"> - Schedule additional Saturday sessions and "super camps." - Provide tutoring through retired science educators. - Assign helping teachers to support campuses. ▪ Continue technology initiatives to promote high-level questions, discussion, and reasoning. 	Curriculum coordinator; helping teachers; classroom teachers	<ul style="list-style-type: none"> ▪ TAKS results ▪ Benchmarks 	≥ 90% Passing for Exemplary [Groups]	% All	
					≥ 30% Commended Earns GPA [Groups]	% All	
					≥ 90% passing Science Benchmarks [By Grade]	K 1st 2nd 3rd 4th 5th	

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1A-7	Improve achievement in secondary science.	<ul style="list-style-type: none"> ▪ Build into each science scope and sequence time for reteaching or extension. ▪ Provide increased professional development for the following three groups. <p><i>For all science teachers:</i></p> <ul style="list-style-type: none"> ▪ Deepen knowledge of science content to enhance connections between and among the science strands. ▪ Implement technology. ▪ Sharpen pedagogical skills/practices, including lesson design, effective analysis and use of student data, and assessment strategies. <p><i>For novice teachers and those new to CFISD:</i></p> <ul style="list-style-type: none"> ▪ Employ instructional practices that are research-proven as effective for science classes. ▪ Use the coaching model to provide specific, targeted feedback on implemented skills and practices. <p><i>For team leaders:</i></p> <ul style="list-style-type: none"> ▪ Plan effective lessons/units that include opportunities for reteaching and extension. ▪ Maximize team facilitation, and implement a plan for academic coaching. 	Curriculum coordinator; helping teachers; classroom teachers	<ul style="list-style-type: none"> ▪ TAKS results ▪ TEKS Test results ▪ Improvement for ACP and novice teachers 	≥ 90% Passing TAKS [Groups]	8th 10th 11th	
					≥ 30% Commended Earns GPA [Groups]	8th 10th 11th	
					≥ 90% passing Science TEKS Tests [By Course]	# MS # HS	

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1A-8	Improve achievement in elementary social studies.	<ul style="list-style-type: none"> Deepen students' understanding of content through questioning activities that require them to think at the synthesis and evaluation levels of Bloom's Taxonomy. 	Curriculum coordinator; helping teachers; classroom teachers	<ul style="list-style-type: none"> Benchmarks 	≥ 90% passing Social Studies Benchmarks [By Grade]	K 1st 2nd 3rd 4th 5th	
1A-9	Improve achievement in secondary social studies.	<ul style="list-style-type: none"> Provide learning experiences that call for students to analyze multiple primary and secondary sources (evidence) to answer conceptual, essential questions. Design lessons that require students to use technology for doing research and creating authentic products. Build into each social studies scope and sequence time for reteaching. 	Curriculum coordinators; helping teachers; classroom teachers	<ul style="list-style-type: none"> TAKS results TEKS Test results 	≥ 90% Passing TAKS [Groups]	8th 10th 11th	
					≥ 30% Commended Earns GPA [Groups]	8th 10th 11th	
					≥ 90% passing Social Studies TEKS Tests [By Course]	% All	
1A-10	Use research-proven practices.	<ul style="list-style-type: none"> Target specific content areas. Address students' specific learning needs. Review Marzano's most effective instructional strategies for improving achievement. Implement district training and resources in this area. [Examples] 	District and campus curriculum staff; instructional technology staff; librarians; teachers	Lesson plans; unit reviews; assessments; snapshots; curriculum guides	Compliance with Title I requirement at identified campuses		
					≥ 90% passing TAKS		

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1A-11	Revise, as needed, districtwide academic vocabulary lists developed for core content-areas.	<ul style="list-style-type: none"> ▪ Examine present lists to determine satisfaction with words/terms selected, definitions, illustrations, and sample sentences. ▪ Update district's intranet as needed, notifying teachers of any changes. ▪ Develop a parent resource. 	Curriculum coordinators; teachers	Completed documents	Grades K-12 x 4 core areas <u>x 20 words</u> = 1,040 words	—	
1A-12	Expand teachers' effective use of instructional technology to promote higher-level thinking.	<ul style="list-style-type: none"> ▪ Implement and monitor use of software. <ul style="list-style-type: none"> - <i>Math 'n Music</i> - <i>KidBiz 3000</i> - <i>READ180</i> - <i>eTools</i> - <i>Explore Learning</i> ▪ Promote effective SmartBoard use. ▪ Develop curriculum that makes effective use of content-specific software pieces, equipment, media, and online services. ▪ Assign elementary technology helping teachers to specific content-areas. ▪ Continue to explore uses of distance learning and podcasting. 	Curriculum and technology coordinators; helping teachers; elementary, middle school, and high school content-area technology helping teachers; district STaR Chart administrator	Lessons plans showing technology strategies; classroom snapshots	School Technology and Readiness data (STaR charts)		

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1A-13	Meet the needs of gifted and talented students.	<ul style="list-style-type: none"> ▪ Accelerate instruction in basic skills to provide ample time for in-depth study and discussion. ▪ Provide acceleration through challenging reading/research materials, in-depth exploration of topics, and ongoing opportunities for interaction with other accelerated students. ▪ Use flexible grouping to provide vertical acceleration for students with special aptitudes. ▪ Use appropriate questioning strategies to promote critical and creative thinking in all content-areas. ▪ Improve teachers' ability to differentiate instruction through process, content, and/or products. ▪ Provide opportunities for students to develop and refine appropriate advanced-level products in each content-area. 	Curriculum coordinator; helping teachers; principals; classroom teachers	Disaggregated TAKS results; development of advanced-level products, including presentations at HORIZONS Showcase; Lesson plans that elaborate on appropriate curriculum challenge	≥ 90% Passing TAKS [By Grade]	% All	
					≥ 30% Commended Earns GPA [By Grade]	range: low% to high%	

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement			
					Criteria	'07-'08 Actual	'08-'09 Target	
1A-14	Equip students for success on college-related assessments.	<ul style="list-style-type: none"> Promote students' awareness of the knowledge, skills, and test-taking strategies needed for the exams. 	Curriculum administrators; teachers; counselors; principals	SAT/ACT; PSAT; National Merit; Advanced Placement	SAT/ACT [Groups]	70% Take Exam		
						40% Score High		
					Honorees for National Merit Program [List]		202	
					Enrollment in Scholars' Pgm. [List]			
					Enrollment in SAT Prep			
					Students scoring 3+ on AP exams			
1A-15	Institute the seven-period schedule at high school to address "4x4" graduation requirements.	<ul style="list-style-type: none"> Implement the policies, guidelines, and courses required to meet the differing academic needs of 9th-12th graders. Explain to all students, including special populations like LEP, graduation requirements for the RHSP. 	Curriculum administrators; counselors; master schedulers; registrars; principals	Student 4- and 6-year plans; Transcripts	Compliance with HB1—students completing the Recommended High School Program		85% earning RHSP	
					AEIS indicator: RHSP			
					PBMA report: RHSP			

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1A-16	Improve the quality of reviewing and reteaching in all content-areas at all grade levels.	<ul style="list-style-type: none"> ▪ Adjust each scope and sequence to build in time for reteaching or extension. ▪ Consult existing "Critical-Supplemental-Incidental" designations to correlate which TEKS merit reteaching. ▪ Determine best practices for reviewing and reteaching. ▪ Train teachers in the appropriate use of data as a tool for reteaching. 	Curriculum coordinators; helping teachers; teachers	TAKS passing rates			
				TEKS test results			
1A-17	Promote the "Power of Engagement" theme.	<ul style="list-style-type: none"> ▪ Integrate key points from <i>Building Engaged Schools</i> (Gordon and Crabtree) into district initiatives, as appropriate. 	ISC and campus administrators; teacher leaders	TAKS passing rates			
				TEKS test results			

**Priority
1B**

Close the achievement gap between at-risk and non-at-risk students, including limited English proficient, special education, economically disadvantaged, and/or recent enrollees.

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1B-1	Disaggregate and analyze students' test data and grade distributions to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various student groups.	<ul style="list-style-type: none"> ▪ Provide teachers and teams with adequate time, training, and resources to design reliable, valid assessments. ▪ Meet frequently to examine results and to make any needed adjustments. ▪ Deepen teachers' understanding of various ways to react to assessment results—e.g., reteaching the whole class, small groups, or individual students and focusing on addressing the aspect of the content or concept students do not understand. ▪ Have teachers work in “professional learning communities” to develop and implement plans for closing achievement gaps in their content areas. 	Curriculum staff, including special populations; academic achievement specialists; Information Services; Research & Planning; principals; department chairmen; team leaders; teachers	Achievement Monitoring System; test results; score reports; TAKS results	Elementary ≥ 90% Advanced to Next Grade [Breakdown]		
					≥ 90% Passing All Courses [MiddleSchool] [High School]		

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1B-2	Improve at-risk students' chances for success by providing them with extended instructional time.	<ul style="list-style-type: none"> ▪ Develop/update an improvement plan for each at-risk student. ▪ Find and use additional instructional time (e.g., extra periods, before- and after-school tutorials, Saturday classes, night courses). ▪ Provide special, high-motivation pull-out programs for students needing the most intensive remediation— Taking on TAKS, Super Camp, etc. ▪ Employ “Quantum Learning” techniques. ▪ Schedule additional Saturday events. ▪ Use podcasts to reinforce learning. 	Principals; campus at-risk staff and committees; teachers; curriculum staff, including special populations	TAKS results for at-risk; Super Camp results; Taking on TAKS results	≥ 90% of at-risk passing TAKS [Breakdown]		
1B-3	Implement acceleration programs for SSI students placed in the 9 th grade.	<ul style="list-style-type: none"> ▪ Schedule 90-minute block periods for <i>READ 180</i>. ▪ Provide year-long SAS classes for students to address core academic deficiencies. ▪ Establish Algebra I labs to give students additional math support. 	Curriculum administrators; master schedulers; principals	Transcripts; credits earned; TAKS results	% passing 9th TAKS reading		
					% passing 9th TAKS math		

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1B-4	Elevate performance of <i>all</i> students who are reading below grade-level—including dyslexic students.	Conduct assessments, study the data; select targeted strategies to design individualized plans; implement the plans in a timely manner; monitor student progress; and then measure program effectiveness.	Reading coordinators, including special populations; campus administrators; academic achievement specialists; reading teachers	Students identified as dyslexic; staff specialized in dyslexia screening	<ul style="list-style-type: none"> 100% on-level in reading <p>[Groups]</p>	3rd 4th 5th 6th 7th 8th 9th 10th 11th	
1B-5	Provide students with hands-on opportunities for problem-solving through fine arts, physical education, and CTE classes.	<ul style="list-style-type: none"> Monitor curriculum expectations, lesson plans, and classroom activities. Provide teachers with samples and strategies through staff development. 	Coordinators, helping teachers, and teachers in the areas identified; principals	Lesson plans; curriculum guides; classroom observation data; TEKS tests; student work; honors and awards	<ul style="list-style-type: none"> ≥ 90% pass courses <p>[Breakdown]</p>		
1B-6	Prepare learners for real-world pursuits.	<ul style="list-style-type: none"> Create awareness of specific connections between classroom activities/topics, job skills/knowledge, and career success. Encourage student and staff participation in activities that will strengthen the connections between school and work. Conduct individual planning sessions with students regarding their career aspirations. 	District curriculum and counseling administrators and staff; district Career & Technology Education administrators; counselors; teachers	<ul style="list-style-type: none"> Percent of students successfully prepared for licensure or certification 	# of Examinees		
				<ul style="list-style-type: none"> # of students participating in dual-credit programs 	Annual increase of 10%		

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1B-7	Help all students plan for life beyond graduation.	<ul style="list-style-type: none"> ▪ Provide information to students and parents regarding post-secondary options, such as two- to four-year colleges, universities, military and technical training, including certificate programs. ▪ Make students and parents aware of opportunities for financial aid and scholarships. ▪ Guide 10th-grade students in accessing College Board's "My Road" Web site for research of various careers. 	Counselors; teachers	Materials from guidance lessons; career planning surveys; special events such as College Night and FAFSA workshop (financial aid); college handbooks; lists of Web sites	≥ 70% final transcripts submitted [By school]		
					Title I compliance		
					IDEIA compliance (transition)		
1B-8	Ensure successful transition for students moving between levels.	<ul style="list-style-type: none"> ▪ Prepare students (and their parents) to respond positively to the changes of progressing to a new setting. ▪ For the move from early childhood to kindergarten, provide parents with program information and opportunities to visit classrooms. 	Principals; directors of instruction; counselors and teachers; curriculum staff; special ed. staff	Kindergarten registration materials and class rosters; 6 th -grade; 9 th -grade failure rates; Summary of Performance (SOP) documents	Compliance with Title I		

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1B-9	Accelerate LEP students' successful acquisition of proficiency in English.	<ul style="list-style-type: none"> ▪ Continue to expand the elementary one-way dual-language program to additional campuses and grades. ▪ Create additional New Arrival Centers as enrollment warrants. ▪ Provide summer school opportunities. ▪ Implement <i>READ 180</i> in Structured English Immersion (SEI) classes. ▪ Assign LEP students in CTE to reading classes if they have not already passed TAKS. 	Bilingual/ESL coordinators; ESL liaisons; bilingual and ESL teachers; campus administrators; LPAC members; curriculum staff; helping teachers; CTE administrators	# of schools offering one-way dual-language	# bilingual campuses		
				AMAO 1 (make one year's progress in one year)	≥ 80% grades K-12 (district criterion)		
				AMAO 2 (attain rating of "advanced high")	≥ 46% grades K-12 (state criterion)		
1B-10	Identify, develop, and create the list of interventions for each tier in the Response to Intervention (RTI) model.	<ul style="list-style-type: none"> ▪ Deconstruct the <i>Targeting Student Assistance</i> document, evaluate interventions per RTI criteria, and use components to create an RTI resource for teachers. ▪ Design materials to augment the "pyramid" diagram. ▪ Provide staff development on RTI, and assist campuses in implementation. 	Curriculum and special education staff; campus representatives	Compliance with new mandates for special ed. pre-referral procedures; completed document	100% of staff trained		
					# of students receiving interventions		

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1B-11	Improve special education students' programs and learning outcomes by implementing the district's plan of action for improvement.	<ul style="list-style-type: none"> ▪ Ensure least-restrictive environment. ▪ Provide related services. ▪ Set timelines for initial evaluation. ▪ Monitor timelines for re-evaluation. ▪ Provide transition services. 	All instructional staff and leaders; district special education staff	PEIMS data; special education logs	≥ 90% of Special Ed. passing TAKS [Breakdown]		
					≥ 90% passing TAKS-Accommodated		
					≥ 90% of special education students passing TAKS-M		
					≥ 90% of special education students passing TAKS-Alt		
1B-12	Coordinate, integrate, and evaluate programs supported by federal funds and by state and district compensatory funds.	<ul style="list-style-type: none"> ▪ Verify current rules and standards. ▪ Submit reports as required. ▪ Focus on two low areas: <ul style="list-style-type: none"> - RHSP rates of LEP students - TAKS pass rates of LEP students in CTE ▪ Assign LEP students in CTE to appropriate remedial classes such as <i>READ 180</i>. 	Curriculum administrators, including special education; program coordinators; principals; campus staffs	Reports from Performance-based Monitoring Analysis System (PBMAS)	Maintain compliance on all 50 PBMAS indicators		

**Priority
1C**

Ensure that students understand their responsibility to behave in ways that cause them to be physically fit, emotionally healthy, and drug-free.

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1C-1	Reinforce behaviors and values that will lead to students' becoming thoughtful, law-abiding citizens, active and productive in a free-enterprise society.	<ul style="list-style-type: none"> Expand implementation of Positive Behavioral Intervention and Support (PBIS). Help students gain an understanding of, acceptance of, and appreciation for diversity. 	Director of classroom management training; director of student services; assistant superintendent for secondary administration; campus leaders; teachers; counselors	Discipline-related alternative education placements	Discipline data to meet current state monitoring standards [By Category]	# total incidents	
				Small-group counseling; problem-solving activities	Number of small-groups and problem-solving activities offered		
1C-2	Provide effective and appropriate instruction about the hazards of substance abuse.	<ul style="list-style-type: none"> Conduct screenings. 	Curriculum staff, including special populations; teachers of health and physical education; coaches; counselors	CATCH program in action; Fitnessgram data; discipline placements	# and % of drug-related discipline placements to meet state monitoring standards [Detail]	# drug incidents	
1C-3	Provide a Coordinated School Health Program in grades 6-7-8.	<ul style="list-style-type: none"> Evaluate the health curriculum—which addresses nutrition, obesity, diabetes, and fitness—and make necessary changes. Work with students' 6-year plans to accommodate this additional coursework. 	Curriculum staff; physical education teachers; Coordinated School Health Team	<ul style="list-style-type: none"> Participation in the "SPARK" and "Healthy and Wise" programs 	15 of 15 middle schools in compliance with legislative mandate		

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1C-4	Ensure that the counselor's role retains focus on implementation of the <i>Developmental Guidance Program</i> .	<ul style="list-style-type: none"> ▪ Address trauma resolution for students who have experienced natural disasters, health crises, military tragedy, etc. ▪ Facilitate campus staffs' ability to detect warning signs of students who may be candidates for suicide or victims of child abuse. 	Director for Guidance & Counseling; principals; campus administrators	Counselor interactions with students per six-weeks' reports	# of direct student contacts <ul style="list-style-type: none"> ▪ elementary ▪ middle school ▪ high school [Categories]		
1C-5	Address issues related to education about and prevention of dating violence as required by HB121.	<ul style="list-style-type: none"> ▪ Implement Board policy FFH (Local). ▪ Provide awareness education to students and parents through multiple sources—e.g., counselors' Information Sheets, the district's Web site, and school publications. 	Curriculum administrators; Director for Guidance & Counseling; principals; campus administrators; counselors; health teachers	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Information documents distributed 	Compliance with HB121		

**Priority
1D**

Ensure that students understand the importance of attending school regularly and completing high school.

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1D-1	Decrease discipline placements that result in students being coded as absent, such as in-home suspension.	<ul style="list-style-type: none"> Work with campus administrators to design alternative discipline measures. 	Principals; campus staff and administration; Student Services; attendance officers; nurses; campus staffs	<ul style="list-style-type: none"> Attendance rates for GPA [Detail] 	96% district		
					97% ES		
	96% MS						
	95% HS						
	Participation rate for AYP	95% TAKS Participation			99%	maintain	
1D-2	Foster students' sense of belonging and desire to attend school regularly.	<ul style="list-style-type: none"> Encourage students to enroll in co-curricular and extracurricular activities. Encourage teachers to build strong relationships with students. 	Campus administrators; teachers; sponsors; coaches	Percent participating in athletics	≥ 40% of secondary students 7-12		
				Percent in co-curricular activities	≥ 30% of secondary students 6-12		
				Attendance rates	(See 1D-1.)		

	Objectives	Strategies	Person(s) Responsible	Indicators/ Results	Measurement		
					Criteria	'07-'08 Actual	'08-'09 Target
1D-3	Implement a plan to assist students who are credit deficient or who still need to pass the state assessment to meet graduation requirements.	<ul style="list-style-type: none"> ▪ Conduct TAKS classes for students who have sufficient credits to graduate but still need to pass the state assessments. Contact students about the classes. ▪ Make arrangements to hold classes at sites most convenient for students. ▪ Research best practices, and implement the most promising programs. 	Curriculum and campus staffs; counselors; ISC staff; teachers	Recovered dropouts report [Detail]	80% of 7 th -12 th dropouts recovered during TEA-defined "school start window"		
				Dropout rate for accountability	≤ 2.0% for grades 7-8		
				Completion rate I for accountability	≥ 95% for Exemplary [Groups]		
				# and % of students earning credits previously lost			
1D-4	Create a culture that encourages students to pursue postsecondary studies.	<ul style="list-style-type: none"> ▪ Identify current practices, strategies, and programs. ▪ Research other promising practices, strategies, and programs. ▪ Assist students in developing and updating electronic personal graduation plans. ▪ Pilot the "Prepare to Dream" program at Cypress Lakes, Watkins, and Thornton. 	ISC staff; principals, counselors, and administrative teams	# of scheduled events; communication with students and parents			
				High school completion rates	(See 1D-3.)		

Projected Costs/Cost Implications for Goal 1

- ◆ Most costs are included within the district budget projected for 2008-2009, but some special funds exist that target specific programs, personnel, and/or campuses. Since precise amounts are not yet available from the state for the upcoming year, the list below identifies the grant funds that were available in 2007-2008 to provide an idea about possible funding in 2008-2009.

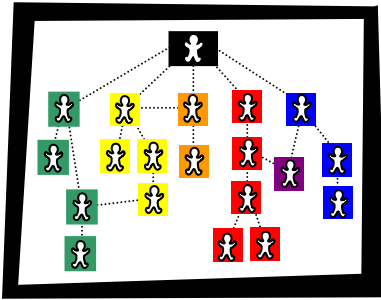
<u>Grant Sources</u>	<u>Funds Available in 2007-2008</u>
Title I, Part A Improving Basic Programs	\$5,455,171
Title II, Part A Professional Development	1,713,072
Title II, Part D Technology.....	61,063
Title III Immigrant	890,135
Title III Limited English Proficient.....	1,868,491
Title IV Safe and Drug-free Schools	239,043
Title V Innovative Programs	159,990
	<i>(This grant is being eliminated.)</i>
IDEIA-B Special Education.....	13,718,747
IDEIA-B Preschool Special Education.....	294,850
Perkins Career and Technical Education	477,905
Accelerated Reading Improvement Program (ARIP).....	1,165,582
Accelerated Math Improvement Program (AMIP).....	855,751
High School Allotment	6,973,557
	<i>(Projection for '08-'09 allotment is \$7,344,244.)</i>

- ◆ Other funds that subsidize the district's instructional and support programs for at-risk students appear below.

	<u>'07-'08</u>	<u>'08-'09 (projected)</u>
State Compensatory Education =	\$19,120,104	\$21,950,471

- ◆ The Houston A+ Challenge will be providing funds for the "Prepare to Dream" initiative.

For planning	\$25,000
For each of the next three years.....	\$75,000



Goal 2: Personnel and Safe Schools

2A: Recruitment, Development, and Retention of Quality Staff

District Goal (2A): The district shall offer an attractive and competitive career package that features rich training opportunities and an enhanced working environment to assist in the recruiting, developing, and retaining of highly qualified and effective personnel.

Priority 2A

Assess continually efforts in recruiting, developing, and retaining a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.

	Activities: Attracting, Developing, & Retaining Quality Staff	Person(s) Responsible	Timeline	Data/ Documentation
2A-1	Continue to review the compensation plan to ensure that the district's salary and benefits programs are competitive in their ability to attract and retain highly qualified staff.	Finance; School Administration, and Human Resources Departments	Ongoing	Board-approved enhancements to the existing benefits package
2A-2	Utilize data to plan and implement new initiatives for recruiting and retaining highly qualified teachers, leaders, and staff who reflect the campus/district demographics. Develop and implement additional efforts to attract teachers and staff in critical-needs areas. Pilot the DATE grant, which provides teacher incentives for student achievement, at high-needs campuses.	Human Resources Department; Principals; Curriculum staff	Ongoing	Staff report; teacher retention data; TAKS reports
2A-3	Expand student-teacher initiatives by developing new partnerships with surrounding universities.	Human Resources Department	Ongoing	Number of student- teachers in the district
2A-4	Collect and utilize data to monitor closely the attrition rate for each campus.	Human Resources Department	Ongoing	Staffing and retention reports
2A-5	Implement New Teacher Learning Plans designed to provide a cohesive and sustained professional development program that meets the needs of novice teachers.	Staff Development	June, 2008	Learning Plans on CFLMS

	Activities: Attracting, Developing, & Retaining Quality Staff	Person(s) Responsible	Timeline	Data/ Documentation
2A-6	Expand the PBIS Teacher Leadership Academy, a six-month professional development program designed to enhance the knowledge and skills of teachers interested in becoming formal teacher leaders, such as department chairs, team leaders, instructional specialists, and liaisons.	Staff Development	May-November, 2008	Participant list and reports of retention data
2A-7	Implement the initiatives established to increase the pool of quality principal applicants by continuing Leadership II for current campus administrators. The Academy will focus on developing and enhancing relational capacity and personal growth.	Assistant Superintendents for School Administration	September-May, 2008	Agendas, 360° Profiles, Promotions from LA II

2B: Safe Schools

District Goal (2B): The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Priority 2B-1	Develop and/or refine for all students, staff, and facilities strategies to maintain the safe and disciplined environment conducive to student learning and employee effectiveness.
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	Activities: Safe & Disciplined Environment	Person(s) Responsible	Timeline	Data/ Documentation
2B-1	Continue to research the best methods for preventing substance abuse. One method that will be continued is the Random Student Drug Testing Program.	Guidance and Counseling; Assistant Superintendent for Student Services; Safe and Drug Free Schools	Ongoing	Test results, student surveys, strategies implemented; middle and high school curriculum
2B-2	Increase student and staff training in anger and aggression management strategies, bullying, conflict resolution, and <i>Building Better Relationships</i> : Classroom Management in CFISD.	Student Services; Classroom Management Trainers; Guidance and Counseling	Ongoing	Staff development catalog; school agendas; news letters; resources on district Web site

	Activities: Safe & Disciplined Environment	Person(s) Responsible	Timeline	Data/ Documentation
2B-3	Increase student, parent, and teacher awareness and understanding of the <i>Student Code of Conduct</i> and alternative discipline strategies to improve student behavior.	Student Services; Campus Administrators; Classroom Management Department	Ongoing	Agendas; newsletters; campus data; Behavior Intervention Plans; CFTV
2B-4	Educate and assist principals regarding the creation of a multi-hazard plan that addresses the emergency management cycle. Conduct training, drills, and audits to ensure coordination with all aspects of the emergency operation plan (EOP).	Student Services; Campus Administrators; Security Department; School Services	Ongoing	Written plans; audits; training agendas; Board reports
2B-5	Implement priority recommendation from DAEP program review.	Student Services; School Administration	Ongoing	Discipline data; Individual student reports
2B-6	Increase the capacity to meet national goals of improving academic scores while securing a safe, caring environment that enhances a school's capability to meet <i>No Child Left Behind</i> criteria.	District PBIS Leadership Team	Ongoing	Discipline/TAKS Reports; Safe and Drug-Free School surveys; Individual student data



Goal 3: Community Relations

3A: Parent Involvement

District Goal (3A): Parents and district staff will work jointly to enhance the quality and effectiveness of our schools.

Priority 3A Expand and refine efforts in communicating with students, parents, and the community.

	Activities: Parent Communication	Person(s) Responsible	Timeline	Data/ Documentation
3A-1	<p>Promote new opportunities for global volunteerism, and encourage more parent involvement of families of all cultures.</p> <ul style="list-style-type: none"> • “VIPS TAG Team” (Targeting Achievement Globally) This program consists of special-trained global volunteers assigned to work on a math or science team with helping teachers, curriculum coordinators, and teachers on a designated campus. • Communicate strategies from the VIPS Multicultural Committee resource, “Parental Involvement: Strategies to Reach and Involve Multicultural Families,” to help increase the participation of families of all cultures in schools. • Develop strategies to increase participation in SHPAC by an average of 20 parents per meeting. 	Pam Wells; Pam Scott; Curriculum Coordinators; VIPS Multicultural Committee	Fall, 2008, and ongoing	Agendas, record of VIPS service hours, newsletter, data, sign-in sheets
3A-2	<p>Expand the use of technology to communicate volunteer and business partnership information to parents and the community and to collect and record volunteer data.</p> <ul style="list-style-type: none"> • Increase Virtual Volunteer Web site data management use by 250 volunteers. 	Pam Scott; Jennifer Miller	Ongoing	Records

3B: Community and Business Partnerships

State Board Goal: Businesses and other members of the community will be partners in the improvement of schools.

District Goal (3-B): The district will establish and administer comprehensive school-business and school-community partnership programs.

Priority 3B	Continue to increase the number of business and community partnerships, and implement related programs for the mutual benefit of both groups.
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	Activities: Business Partnerships	Person(s) Responsible	Timeline	Data/ Documentation
3B-1	Work actively with the Cy-Fair Houston Chamber of Commerce Education Committee to address specific district and campus needs. <ul style="list-style-type: none"> • Bus Buddies project • Mentors, tutors • “Adopt-a-School” – recruit three additional business partners. 	Pam Scott	Fall, 2008, and ongoing	Reports, presentations
3B-2	Arrange the mentor trainings on-site at business locations to increase recruitment of trained business mentors in schools. <ul style="list-style-type: none"> • Focus recruitment on schools having greatest needs. 	Pam Scott	Fall, 2008, and ongoing	Sign-in sheets, training flyers
3B-3	Partner “global volunteers” and a business “Adopt-a-School” program, and use these joint resources on high at-risk campuses.	Pam Scott ; Principals ; VIPS & PIE Liaisons	Fall, 2008, and ongoing	Meeting notes, flyers
3B-4	Increase the number of business partners by forty to provide additional campus support.	Pam Scott	Summer, 2008, and ongoing	PIE reports
3B-5	Complete research on local corporate donations with particular focus on matching funds. Compile information into one document, and use it to increase business partner donations by \$250,000.	Pam Scott; PIE Liaisons	Fall, 2008, and ongoing	Corporate contributions document; PIE report

3C: Communications

District Goal (3-C): Communication among district employees, students, parents and the community at-large will be accurate, consistent, timely, effective, and interactive.

Priority 3C	Continue to enhance and expand the comprehensive and interactive communications plan.
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	Activities: Communications	Person(s) Responsible	Timeline	Data/ Documentation
3C-1	Create a communication network of well-informed patrons by initiating Leadership Cy-Fair. LCF will develop a pool of community members, who will be educated about the district and prepared to serve in leadership roles on district committees.	Cheryl Salyards; Kelli Durham	2008-2009	Meeting agendas
3C-2	Produce a documentary of the History of CFISD to air on CFTV, CFTV Online, and as a video documentation of the school district's history as seen through the eyes of some of its school namesakes.	Kim Foster; John Taylor	July 1, 2008	Video
3C-3	Produce Bond Update podcasts.	Joel Weckerly	2008-2009	District Web site
3C-4	Produce and air "Bond Money at Work" on CFTV.	Pam Wells; Roy Sprague; John Taylor;	2008-2009	CFTV program log
3C-5	Produce "Conversations with the Superintendent," the television companion to Key Communicator letters.	David Anthony; Kelli Durham; Kim Foster	2008-2009	CFTV program log
3C-6	Evaluate the impact of a separate design for an online newspaper.	Joel Weckerly; Stephanie Migl	2008-2009	Meeting agendas



Goal 4: Finance

District Goal (4): The financing of education in Cypress-Fairbanks Independent School District will be equitable and adequate for all students and will reflect fiscal responsibility in budget planning.

Priority 4-A

Continue to operate efficiently, to explore other revenue sources, and to manage all district funds to maximize benefits that flow to students and that accommodate student growth.

	Activities: Efficiency & Revenue	Person(s) Responsible	Timeline	Data/ Documentation
	Business Services			
4A-1	Maintain an underlying bond rating of Aa3 from Moody's Investor Services, AA- from Fitch Ratings, and AA from Standard & Poor's.	Stuart Snow	June, 2008	Ratings reports
4A-2	Receive the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association of the United States and Canada.	Dave Pritchard	February, 2009	Certificate
4A-3	Receive the Certificate of Excellence in Financial Reporting from the Association of School Business Officials.	Dave Pritchard	February, 2009	Certificate
4A-4	Solicit competitive proposals for third-party administration of the district's 403(b) annuity and 457 deferred compensation plans.	Becky Knight	June, 2009	Responses to proposals
4A-5	Provide funding for facilities, technology, buses, and program needs by selling bonds.	Stuart Snow	August, 2008	Bond proceeds
	Distribution Center			
4A-6	Improve weekly inventory accuracy by 5%.	Tom Ewing; Laura Huckaby	June, 2009	Weekly inventory; Pentamation reports
	Electronic Repair Center			
4A-7	Analyze Repair Department parts inventory to purge remaining parts stocked for obsolete equipment.	Mike Tate	June, 2009	HP status
4A-8	Pursue additional revenue for the district by attaining Accredited Support Provider status from Hewlett-Packard for warranty repair of HP notebooks.	Mike Tate	June, 2009	HP status

	Activities: Efficiency & Revenue	Person(s) Responsible	Timeline	Data/ Documentation
	Facilities Planning and Construction			
4A-9	Pursue implementation of solar panel energy pilot project at the Science Resource Center.	Pam Wells; Roy Sprague; Claude Yoas; Glen Rhoden	December, 2008	Solar panels installed and operational
4A-10	Develop a plan to implement M-Power program funded from energy rebates to maximize energy efficiencies.	Pam Wells; Roy Sprague; Claude Yoas; Glen Rhoden	August, 2008	Approved plan and M-Power Program implementation
4A-11	Pursue electricity rebate programs funded from energy rebate programs with CenterPoint and other entities for implementation of energy retrofit projects/operating system procedures to increase energy efficiency.	Roy Sprague; Claude Yoas; Glen Rhoden	Ongoing	Additional rebates received and retrofit projects completed
	Finance			
4A-12	Complete training and implementation of online purchase orders for all remaining schools and departments.	Diane Grein ; LeAnn Burton; Information Services	June, 2009	Training guide
4A-13	Create a business office procedure manual to be posted on Inside CFISD.	Diane Grein	December, 2008	Manual
4A-14	Inform and survey all eligible employees about consumer-driven insurance plans. Implement any insurance plan changes based on employee input.	Becky Knight; Judy Durham; Kirk Jenings; Survey Team	June 30, 2009	New medical plans
	Food Service Department			
4A-15	Increase student participation in the National School Lunch and Breakfast Program by 5% of ADA, thereby increasing federal reimbursement and commodity assistance to the district.	Matt Morgan; Brent Trudeau; Lisa Wiedner	June, 2009	Federal reimbursement reports
4A-16	Maintain a food cost of less than or equal to 36% of revenues by maximizing the use of the USDA-donated foods and fully utilizing the capabilities of the Food Production Center.	Matt Morgan; Brent Trudeau; Susan Bachus	June, 2009	Financial statements
	General Administration			
4A-17	Generate additional revenue at the Berry Center by increasing arena and theatre rentals by twenty days each and selling 100% of the scoreboard ads at the two stadiums.	Pam Wells; Beth Wade	2008-2009	Events scheduled and ads sold

	Activities: Efficiency & Revenue	Person(s) Responsible	Timeline	Data/ Documentation
4A-18	Expand overall utilization of the Berry Center by 20%.	Pam Wells; Beth Wade	2008-2009	Number of events scheduled
4A-19	Conduct first joint Board election with Harris County in November.	Pam Wells; Marty Edwards	November, 2008	Election costs and results
4A-20	Create increased revenue through contract with Epic Systems for the disposition of used computer equipment. This process will also allow the district to dispose of electronic waste in an environmentally conscientious manner.	Pam Wells; Marty Edwards	June, 2009	Additional revenue via sales; "green certificates" for waste items
	Mail Center			
4A-21	Increase postage savings on United States Postal Service mailing by \$25,000.00 a) Consolidation of additional mailings b) Postal service mailing statements	Tom Ewing; Ben Camarata	June, 2009	Budget
	Maintenance			
4A-22	Upgrade the district's Indoor Air Quality (IAQ) program by involving campus personnel to increase awareness of procedures as described in the EPA's Tools for School Program.	Archie Hayes	Continuous	IAQ records/ complaints
4A-23	Continue to provide safety training and proper use of equipment to help reduce the number of workplace accidents, thereby reducing the number of Workers' Compensation claims.	Archie Hayes; Supervisors	July, 2009	Workers' Comp. claims/accident reports
4A-24	Reorganize the maintenance HVAC department to maximize HVAC equipment life through an improved preventive maintenance program.	Archie Hayes; Frank Dean	July, 2009	Work order system/ equipment repair reports
	Operations			
4A-25	Increase facilities operations efficiency by implementing a centralized ordering process of high usage chemicals.	Tammy Blankenship	December, 2008	Supply order and usage reports
4A-26	Incorporate a training program for head custodians for the proper daily maintenance and use of custodial equipment.	Tammy Blankenship	June, 2009	Operations' Standards Manual
4A-27	Provide in-house quarterly training and e-mail access for head custodians. Include ongoing computer training for custodial employees and new hires.	Tammy Blankenship	June, 2009	Technology training course
4A-28	Incorporate a safety awareness training program for head custodians and custodial employees.	Tammy Blankenship	June, 2009	Safety documents

	Activities: Efficiency & Revenue	Person(s) Responsible	Timeline	Data/ Documentation
4A-29	Implement a preventive maintenance program that increases productivity while decreasing down time of equipment.	Tammy Blankenship	June, 2009	Work orders
4A-30	Increase efficiency by establishing employee productivity standards that set benchmarks for length of time a worker should be able to complete a common task.	Tammy Blankenship; Supervisors; Area Managers	June, 2009	Operations' Standards Manual
	Print Center			
4A-31	Increase production efficiency, and reduce production cost of improving work flow through floor design and reassignment of operator responsibilities.	Derreck Thompson	June, 2009	Printing impression report; OT & Summer Help Costs
4A-32	Review forms with end users, and standardize at least 10 forms to help reduce cost of commonly used forms.	Derreck Thompson	June, 2009	Review of forms created
	Purchasing Department			
4A-33	Limit the length of time a stock item is on back-order to a maximum of two weeks.	Kristine Johnston	June, 2009	Pentamation reports
4A-34	Investigate available options for electronic bidding software to determine any cost savings to the district.	Kristine Johnston	February, 2009	Software reviews
	Records and Textbooks			
4A-35	Continue support and training of building staff to increase effectiveness of the textbook inventory system.	Marty Edwards; Diane Hopmann	Annual	Inventory and ordering of district textbooks
4A-36	Revise the current Record Retention Manual to establish districtwide timeline for retention of various records.	Pam Wells; Marty Edwards; Kathy Newman	August, 2008	Completed Record Retention Manual
4A-37	Create new revenue by selling ads for district-created book covers.	Pam Wells; Marty Edwards; Diane Hopmann	2008 - 2009	Revenue from ad sales
	Special Services & Safety			
4A-38	Continue to educate campus personnel on fire and life safety to reduce the number of inspection deficiencies. All campuses were in compliance in 2007-08.	Martin Anding	July, 2009	Fire Marshall Inspections
4A-39	Increase the amount of recyclable materials (aluminum and steel cans, cardboard) collected by the district's Recycling Center.	Martin Anding	June, 2009	Recycling records

	Activities: Efficiency & Revenue	Person(s) Responsible	Timeline	Data/ Documentation
4A-40	Increase the tonnage of recyclable paper collected at campuses by 5%.	Martin Anding	June, 2009	Campus tonnage reports
4A-41	Continue to reduce Workers' Compensation payouts by providing a safety training program based on holding employees responsible for "unsafe acts."	Martin Anding	July, 2009	Workers' Comp. records
4A-42	Continue to reduce worker injuries in the Maintenance and Operations departments through specialized training.	Martin Anding	July, 2009	Workers' Comp. records
4A-43	Continue to assist the Transportation Department in recruiting new drivers by providing quality childcare services.	Martin Anding	July, 2009	Enrollment records
4A-44	Remove all remaining asbestos-containing floor tiles from district facilities.	Martin Anding	August, 2009	EPA & TDH records
	Technology Services			
4A-45	Evaluate the cost effectiveness of digital imaging in the Business Office. Implement as appropriate.	Business Office; Technology Services	Fall, 2008	Recommendation and implementation
4A-46	Upgrade network infrastructure.	Technology Services	Fall, 2008	Upgrade in place
4A-47	Provide network-based services to employees from their homes.	Technology Services	Fall, 2008	Services available
4A-48	Develop and implement a parent portal.	Technology Services; Communication Department	Fall, 2008	System available
4A-49	Develop curricular content to serve as the foundation course for the High School Laptop Project (HSLP). Deploy to teachers.	Curriculum and Instruction; Technology Services	Spring, 2009	Course developed

	Activities: Efficiency & Revenue	Person(s) Responsible	Timeline	Data/ Documentation
4A-50	Develop RFP for an Achievement Management System.	Principals; School Administration; Curriculum and Instruction; School Improvement Office; Technology Services	Fall, 2008	RFP published
4A-51	Develop information security policy, and implement technology to support the policy.	Internal Audit; Technology Services	Spring, 2009	Policy in place
	Transportation			
4A-52	Evaluate providing all drivers and attendants with district e-mail addresses to increase timeliness of communication.	Rick Terrell; Bill Powell	June, 2009	Technology training
4A-53	Expand the online field trip request link to include guidelines and procedures.	Rick Terrell; Debi Schlutz	June, 2009	Intranet link
4A-54	Continue to pursue grant funding for available clean air initiatives.	Rick Terrell	June, 2009	Grant documents
4A-55	Provide online copy of department handbook.	Rick Terrell; Bill Powell; Debi Schlutz	June, 2009	Intranet link
4A-56	Implement and maintain a system of tracking on-time arrival of buses at campuses in the morning and afternoon.	Rick Terrell; Assistant Directors	June, 2009	Data documents
4A-57	Improve accounting of students, and provide information to campuses on a frequent basis.	Rick Terrell; Assistant Directors	June, 2009	Campus Reports
4A-58	Review operations for opportunities to reduce fuel expense.	Rick Terrell	December, 2008	Report
4A-59	Evaluate GPS and RFID for transportation and student management.	Principals; School Administration; Technology Services; Transportation	Spring, 2009	Recommendation

	Activities: Efficiency & Revenue	Person(s) Responsible	Timeline	Data/ Documentation
4A-60	Research, evaluate, and implement cost-effective strategies for reducing fuel expenses.	Transportation; Business Office	Fall, 2008	Recommendation

Priority 4B Promote action that will address state funding problems.

	Activities: State Funding Issues	Person(s) Responsible	Timeline	Data/ Documentation
4B-1	Participate in organizations/associations to facilitate the development of broad-based advocacy positions regarding issues that impact Cypress-Fairbanks.	David Anthony; Stuart Snow; Cheryl Salyards; Pam Wells	2008-2009	Record of activities
4B-2	Inform community members and local, state, and federal government officials regarding the implications of financial decisions on Cypress-Fairbanks.	David Anthony, Stuart Snow; Cheryl Salyards; Pam Wells	2008-2009	Letters; publications; meeting agendas

Priority 4C Continue with the implementation of a long-range construction, building utilization, and maintenance plan.

	Activities: Facilities	Person(s) Responsible	Timeline	Data/ Documentation
	Facilities Planning and Construction			
4C-1	Continue with planning, implementation, and communication regarding the approved projects associated with the 2001, 2004, and 2007 bond referendums.	Pam Wells; Roy Sprague	2008-2009	Approved contracts; reports to Board of Trustees; Bond Steering Committee update meetings

	Activities: Facilities	Person(s) Responsible	Timeline	Data/ Documentation
4C-2	Reorganize the Facilities and Construction department to increase effectiveness and quality control.	Pam Wells; Roy Sprague; Claude Yoas	August, 2008	Approved department reorganization plan with staff implementation
4C-3	Develop plan for funding and performing maintenance projects identified in the bond study process, but not included in the 2007 Bond Authorization.	Pam Wells; Roy Sprague	2008-2009	Final-approved plan developed with funding source
	General Administration			
4C-4	Improve communication between Facilities Use Office and campuses by expanding a network-based, centralized scheduling calendar for all elementary schools.	Marty Edwards; Kathy Newman	August, 2008	Expanding new scheduling software to the elementary campus level
4C-5	Implement new campus facility use fee rates for outside users by recommending rate adjustments to ensure district costs are covered and facilities are secured.	Pam Wells; Marty Edwards; Kathy Newman	August, 2008	Rate/fee adjustments