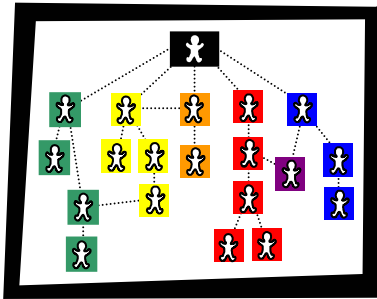


# District Improvement Plan



**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**

# Comprehensive Needs Assessment

Cypress-Fairbanks Independent School District is the third largest public school district in the state of Texas. CFISD has 10 high schools, 15 middle schools, 49 elementary schools, and 4 special-program facilities. As of August 31, 2008, the district employed 6,554 teachers, 1,382 classroom paraprofessionals, and 1,150 professional/administrative/support personnel. The student population is 39% white, 15% African American, 37% Hispanic, 9% Asian/Pacific Islander, and .3% Native American. The mobility rate for the district is 16.0.

In accordance with the Texas state legislative requirements, the district staff conducted a comprehensive needs assessment for the 2008-09 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included data from the 2008 Texas Assessment of Knowledge and Skills (TAKS), locally-developed assessments, discipline and attendance records, and teacher retention data.

A student group with fewer than 75 percent of students passing in a given TAKS-tested content area is identified by CFISD as a priority. Based on the review of the data, several priority areas were identified that will be addressed in the 2008-2009 school year, including: Mathematics (African American, 74%) and Science (African American, 70%; Hispanic, 73%; and Economically Disadvantaged, 71%). Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Research-based strategies to address the need in these areas are delineated in Goal 1 of the district improvement plan.

CFISD staff will implement behavioral strategies to reduce the number of discipline incidents related to tardies and excessive talking/disrupting class/acting out in the 2008-09 school year. Additionally, strategies will be used to improve the attendance rate for all

student groups, including African American 95.4%, Hispanic 95.4%, White 95.7%, and students who are economically disadvantaged 95.3%. Strategies will also be used to increase teacher retention in the district.

Sources:

Number of Campuses: Internal Calculations

Number of Employees: CFISD Human Resources

Student Ethnic Distribution: Academic Excellence Indicator System Report

Mobility: Academic Excellence Indicator System Report

TAKS Student Groups: Academic Excellence Indicator System Report

Discipline Incidents: Cognos-AMS: District Infraction Counts

Attendance: Cognos-AMS: District YTD % by Special Populations

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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: Academic Performance			'08-'09 Performance Objective Criteria for Exemplary or GPA
<b>State Indicators</b>			
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 ELA, 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%
AP/IB Results	Taking at least one AP or IB test		>= 15%
	Meeting performance criteria		>= 50%
College-ready Graduates			35%

<b>Overview of AEIS Targets: Dropout/Completion Rates</b>		'08-'09 Performance Objective Criteria for Exemplary or GPA
<b>State Indicators</b>		
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%

## TAKS Met 2008 Standard

**[Sum of All Grades Tested, Includes Selected TAKS (Accommodated), Standard Accountability Indicator]**

	Reading/ELA				Mathematics				Writing				Science				Social Studies			
	CFISD		Texas		CFISD		Texas		CFISD		Texas		CFISD		Texas		CFISD		Texas	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
ALL	91%	93%	88%	91%	83%	85%	77%	80%	93%	94%	92%	93%	76%	83%	66%	74%	93%	96%	87%	91%
African Am	85%	89%	83%	87%	69%	74%	64%	69%	89%	91%	89%	90%	59%	70%	49%	61%	87%	92%	80%	87%
Hispanic	85%	88%	84%	87%	75%	79%	71%	75%	89%	91%	91%	91%	63%	73%	55%	66%	87%	92%	81%	88%
White	96%	97%	95%	96%	91%	93%	87%	89%	96%	97%	95%	96%	89%	93%	81%	87%	97%	99%	94%	96%
Male	89%	92%	86%	89%	83%	86%	77%	81%	90%	91%	89%	90%	79%	85%	69%	77%	93%	95%	87%	92%
Female	92%	94%	90%	92%	83%	85%	77%	80%	95%	96%	95%	96%	74%	82%	63%	71%	92%	96%	87%	91%
Special Ed	71%	76%	71%	75%	56%	65%	56%	61%	76%	77%	80%	79%	44%	50%	27%	39%	69%	74%	50%	64%
Econ Disad	82%	86%	83%	86%	73%	77%	69%	74%	87%	89%	89%	90%	60%	71%	53%	63%	85%	91%	79%	87%
LEP	64%	70%	67%	72%	63%	70%	62%	68%	71%	79%	82%	84%	34%	43%	29%	42%	54%	69%	49%	63%
At-Risk	79%	84%	78%	82%	60%	67%	58%	63%	82%	84%	85%	86%	48%	61%	42%	53%	83%	90%	76%	84%

## TAKS Commended Performance

**[Sum of All Grades Tested, Includes Selected TAKS (Accommodated)]**

	Reading/ELA				Mathematics				Writing				Science				Social Studies			
	CFISD		Texas		CFISD		Texas		CFISD		Texas		CFISD		Texas		CFISD		Texas	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
ALL	36%	40%	30%	34%	33%	36%	25%	28%	31%	35%	30%	33%	20%	31%	13%	22%	47%	51%	34%	36%
African Am	24%	27%	20%	23%	16%	19%	13%	15%	21%	25%	21%	24%	8%	14%	6%	11%	27%	33%	19%	24%
Hispanic	23%	26%	22%	25%	21%	24%	18%	21%	18%	23%	23%	25%	10%	20%	8%	15%	32%	35%	22%	25%
White	47%	52%	42%	47%	43%	47%	34%	38%	41%	46%	40%	43%	28%	42%	20%	33%	61%	66%	48%	50%
Male	32%	37%	27%	31%	35%	37%	26%	30%	25%	28%	24%	26%	23%	35%	16%	26%	52%	56%	38%	41%
Female	39%	42%	33%	36%	31%	34%	24%	27%	36%	43%	36%	39%	17%	27%	11%	19%	43%	47%	30%	32%
Special Ed	13%	18%	14%	16%	13%	18%	12%	15%	8%	16%	13%	14%	9%	12%	4%	8%	16%	17%	7%	10%
Econ Disad	20%	23%	20%	23%	19%	21%	17%	19%	16%	20%	20%	23%	9%	17%	8%	14%	28%	32%	20%	23%
LEP	7%	8%	11%	12%	14%	16%	14%	18%	4%	7%	12%	14%	5%	7%	4%	8%	4%	9%	3%	6%
At-Risk	11%	15%	12%	14%	9%	11%	8%	11%	8%	10%	12%	14%	4%	7%	3%	6%	15%	21%	12%	14%

## College Readiness Indicators

	Advanced Course/Dual Enrollment Completion				RHSP/DAP Graduates			
	CFISD		Texas		CFISD		Texas	
	2005-06	2006-07	2005-06	2006-07	2006	2007	2006	2007
<b>ALL</b>	34.8%	33.6%	21.0%	22.1%	64.3%	65.6%	75.7%	77.9%

## College Readiness Indicators: AP/IB Results (2008)

	Tested				Examinees >= Criterion				Scores >= Criterion			
	CFISD		Texas		CFISD		Texas		CFISD		Texas	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
<b>ALL</b>	18.3%	18.0%	18.9%	20.0%	73.1%	72.3%	51.3%	50.5%	67.2%	70.5%	47.2%	46.8%

## Texas Success Initiative (TSI) – Higher Education Readiness Component

[Includes TAKS (Accommodated)]

	English Language Arts				Mathematics			
	CFISD		Texas		CFISD		Texas	
	2007	2008	2007	2008	2007	2008	2007	2008
<b>ALL</b>	59%	64%	52%	57%	61%	66%	53%	56%

## College-ready Graduates

	English Language Arts				Mathematics			
	CFISD		Texas		CFISD		Texas	
	2006	2007	2006	2007	2006	2007	2006	2007
<b>ALL</b>	68%	55%	48%	49%	64%	65%	52%	56%

	Annual Dropout Rate (Grades 7-8)				Completion Rate I (w/o GED)			
	CFISD		Texas		CFISD		Texas	
	2005-06	2006-07	2005-06	2006-07	Class of 2006	Class of 2007	Class of 2006	Class of 2007
<b>ALL</b>	0.2%	0.0%	0.4%	0.4%	96.8%	96.1%	88.9%	86.7%

## SAT/ACT Results

	Tested				Examinees >= Criterion				Average SAT Score				Average ACT Score			
	CFISD		Texas		CFISD		Texas		CFISD		Texas		CFISD		Texas	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
<b>ALL</b>	76.0%	76.9%	65.8%	68.2%	37.8%	34.4%	27.1%	27.0%	1040	1030	991	992	21.7	21.7	20.1	20.2

**District Priority:**

**1A**

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

**Formative/Summative Evaluation:**

Locally-developed Assessments, Texas Assessment of Knowledge and Skills (TAKS), SAT, ACT, TELPAS

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1A-1</b>	<p>Improve elementary students' reading skills.</p> <ul style="list-style-type: none"> <li>▪ Motivate students to think at high levels before, during, and after reading.</li> <li>▪ Emphasize elementary teachers' use of a "balanced literacy" approach through districtwide implementation of a standardized program.</li> <li>▪ Continue Small Group Reading Instruction (SGRI) by adopting strategies proven successful in the Reading Recovery program.</li> <li>▪ Continue to implement <i>READ 180</i> classes for struggling readers.</li> <li>▪ 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.</li> <li>▪ Provide early intervention programs/strategies/coaches (PreK through 1<sup>st</sup>) to address literacy concerns.</li> </ul>	<p>Curriculum coordinators; helping teachers; reading/ELA teachers; campus leaders</p>	<p>District curriculum; Staff development; <i>READ 180</i>; Dyslexia program (DIP); Leveled Literacy Intervention (LLI); <i>Achieve 3000</i>; Targeted Special Education Intervention Program (TIP); Pearson Online Books; Harcourt TIME for Kids; i-Station (IDEA/EIS); WYNN; Intervention by Design; State Comp. Ed.; Title I; ARI; OEYP</p>	<p>August, 2008 to June, 2009</p>

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1A-2</b>	<p>Improve secondary students' reading skills.</p> <ul style="list-style-type: none"> <li>▪ 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).</li> <li>▪ Ask compelling questions.</li> <li>▪ Increase students' independent reading levels.</li> <li>▪ Motivate students to think at high levels before, during, and after reading.</li> <li>▪ Continue to implement 90-minute <i>READ 180</i> classes for struggling readers.</li> <li>▪ Improve students' ability to locate relevant textual evidence to support ideas/inferences.</li> <li>▪ Monitor student growth with routine Lexile level assessments.</li> </ul>	Curriculum coordinators; helping teachers; reading/ELA teachers; campus leaders	Reading Symposium; <i>READ 180</i> ; <i>Achieve 3000</i> ; WYNN; Scholastic Reading Inventory; Scholastic Phonics Inventory; Staff development	Summer, 2008  June, 2009
<b>1A-3</b>	<p>Improve writing skills of elementary and secondary students.</p> <ul style="list-style-type: none"> <li>▪ Improve students' understanding of ways to strengthen development of ideas in compositions.</li> <li>▪ Conduct writing conferences with individual students.</li> <li>▪ Use the context of students' writing and reading assignments to improve instruction in grammar, usage, and mechanics</li> </ul>	Curriculum coordinators; helping teachers; language arts and English teachers	Staff development: Elementary Writing Training; Writing Symposium/Institute; Six Traits of Writing Model; 4th gr. written composition; TAKS rubric; Elementary Writing Units of Study; WRITE Program	Summer and Fall, 2008  June, 2009

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1A-4</b>	<p>Improve achievement in elementary math.</p> <ul style="list-style-type: none"> <li>▪ Integrate new textbook and technology into the curriculum.</li> <li>▪ Provide instructional coaching.</li> <li>▪ Provide staff development focused on student engagement.</li> <li>▪ Provide new teacher staff development focused on in-depth knowledge of content and strategies.</li> <li>▪ Gain instructional time by assigning helping teachers and by holding “super camp” events.</li> <li>▪ Provide 12 additional lessons for each grade for use at Saturday math camps and/or after-school tutoring.</li> <li>▪ Provide teachers with TEKS-based materials designed to ensure high levels of challenge.</li> </ul>	Curriculum coordinator; helping teachers; classroom teachers	Instructional coaching; Curriculum specialists; Staff development; Summer Math Academy; Math Solutions staff development	December 2008–May, 2009 April, 2009  June, 2008
<b>1A-5</b>	<p>Improve achievement in secondary math.</p> <ul style="list-style-type: none"> <li>▪ Increase teachers’ knowledge of mathematics content to facilitate their making connections between and among strands of math TEKS.</li> <li>▪ Deploy helping teachers to assist teachers/teams with lesson planning and technology integration.</li> <li>▪ Build into each math scope and sequence time for reteaching.</li> <li>▪ Train teachers in the appropriate use of data as a tool for reteaching.</li> </ul>	Curriculum coordinator; helping teachers; classroom teachers	District curriculum developed by curriculum coaches; Staff development; FASTT Math; ST Math; Go Solve; Explore Learning; Moodle; Geometer’s Sketchpad	August, 2008 to June, 2009
<b>1A-6</b>	<p>Improve achievement in elementary science.</p> <ul style="list-style-type: none"> <li>▪ Assist struggling students. <ul style="list-style-type: none"> <li>- Schedule additional Saturday sessions and “super camps.”</li> <li>- Provide tutoring through retired science educators.</li> <li>- Assign helping teachers to support campuses.</li> </ul> </li> <li>▪ Continue technology initiatives to promote high-level questions, discussion, and reasoning.</li> </ul>	Curriculum coordinator; helping teachers; classroom teachers	Staff development including: Science Seminar, Content Training, Sally Ride Academy, and New Teacher Content Training; Retired teachers training materials; Parallel curriculum for special needs students	Summer, 2008  June, 2009

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1A-7</b>	<p>Improve achievement in secondary science.</p> <ul style="list-style-type: none"> <li>▪ Build into each science scope and sequence time for reteaching or extension.</li> <li>▪ Provide increased professional development for the following three groups.</li> </ul> <p><i>For all science teachers:</i></p> <ul style="list-style-type: none"> <li>- Deepen knowledge of science content to enhance connections between and among the science strands.</li> <li>- Implement technology.</li> <li>- Sharpen pedagogical skills/practices, including lesson design, effective analysis and use of student data, and assessment strategies.</li> </ul> <p><i>For novice teachers and those new to CFISD:</i></p> <ul style="list-style-type: none"> <li>- Employ instructional practices that are research-proven as effective for science classes.</li> <li>- Use the coaching model to provide specific, targeted feedback on implemented skills and practices.</li> </ul> <p><i>For team leaders:</i></p> <ul style="list-style-type: none"> <li>- Plan effective lessons/units that include opportunities for reteaching and extension.</li> <li>- Maximize team facilitation, and implement a plan for academic coaching.</li> </ul>	Curriculum coordinator; helping teachers; classroom teachers	Curriculum coaches/specialists; Technology Explore Learning; Lab Pro/Probe Ware	August, 2008 to June, 2009

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1A-8</b>	<p>Improve achievement in elementary social studies.</p> <ul style="list-style-type: none"> <li>Deepen students' understanding of content through questioning activities that require them to think at the synthesis and evaluation levels of Bloom's Taxonomy.</li> </ul>	<p>Curriculum coordinator; helping teachers; classroom teachers</p>	<p>Instructional Specialists Seminars; Social studies/ language arts integration; Non-fiction reading strategies; Pearson Online Books; Blooms Taxonomy; Harcourt TIME for Kids; Technology supports such as: <i>PhotoStory</i>, Moodle, Smart Board</p>	<p>October, 2008 and January, 2009</p> <p>June, 2009</p>
<b>1A-9</b>	<p>Improve achievement in secondary social studies.</p> <ul style="list-style-type: none"> <li>Provide learning experiences that call for students to analyze multiple primary and secondary sources (evidence) to answer conceptual, essential questions.</li> <li>Design lessons that require students to use technology for doing research and creating authentic products.</li> <li>Build into each social studies scope and sequence time for reteaching.</li> </ul>	<p>Curriculum coordinators; helping teachers; classroom teachers</p>	<p>Scope and sequence; TAKS Talk It Out tutorials; High school Document-Based Questions (DBQ); Technology including Timeliner, Adobe Premier, and Moodle</p>	<p>August, 2008 to June, 2009</p>

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1A-10</b>	<p>Use research-proven practices.</p> <ul style="list-style-type: none"> <li>▪ Target specific content areas.</li> <li>▪ Address students' specific learning needs.</li> <li>▪ Review Marzano's most effective instructional strategies for improving achievement.</li> <li>▪ Implement district training and resources in this area.</li> </ul>	District and campus curriculum staff; instructional technology staff; librarians; teachers	Math Solutions, i-Station; <i>READ 180</i> ; Marzano's Strategies; TIP; Mega Monitoring; TeachScope – High Yield Strategies; DATE Grant	August, 2008 to June, 2009
<b>1A-11</b>	<p>Revise, as needed, districtwide academic vocabulary lists developed for core content-areas.</p> <ul style="list-style-type: none"> <li>▪ Examine present lists to determine satisfaction with words/terms selected, definitions, illustrations, and sample sentences.</li> <li>▪ Update district's intranet as needed, notifying teachers of any changes.</li> <li>▪ Develop a parent resource.</li> </ul>	Curriculum coordinators; teachers	Existing lists; dictionaries; textbook glossaries	August, 2008 to June, 2009
<b>1A-12</b>	<p>Expand teachers' effective use of instructional technology to promote higher-level thinking.</p> <ul style="list-style-type: none"> <li>▪ Promote effective SmartBoard use.</li> <li>▪ Develop curriculum that makes effective use of content-specific software pieces, equipment, media, and online services.</li> <li>▪ Assign elementary technology helping teachers to specific content-areas.</li> <li>▪ Continue to explore uses of distance learning and podcasting.</li> </ul>	Curriculum and technology coordinators; helping teachers; elementary, middle school, and high school content-area technology helping teachers; district STaR Chart administrator	Technology such as ST Math; <i>READ 180</i> ; Etools; Explore Learning; Turn it In; i-Station; <i>Achieve 3000</i> ; PLATO; Smart Music; Timeliner; Go Solve; FASTT Math; PhotoStory; SmartBoard	August, 2008 to June, 2009

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1A-13</b>	<p>Meet the needs of gifted and talented students.</p> <ul style="list-style-type: none"> <li>▪ Accelerate instruction in basic skills to provide ample time for in-depth study and discussion.</li> <li>▪ Provide acceleration through challenging reading/research materials, in-depth exploration of topics, and ongoing opportunities for interaction with other accelerated students.</li> <li>▪ Use flexible grouping to provide vertical acceleration for students with special aptitudes.</li> <li>▪ Use appropriate questioning strategies to promote critical and creative thinking in all content-areas.</li> <li>▪ Improve teachers' ability to differentiate instruction through process, content, and/or products.</li> <li>▪ Provide opportunities for students to develop and refine appropriate advanced-level products in each content-area.</li> </ul>	<p>Curriculum coordinator; helping teachers; principals; classroom teachers</p>	<p>Renzuilli Learning online program; Elementary Differentiated Handbook; Secondary Differentiated Handbook; Credit by Exam testing; GT Global Resources; GT Share Drive Resources; Texas Performance Standards Project; Online training (TEA websites); GT book studies; Houston Co-op. GT training; District GT Training (online/face-to-face)</p>	<p>August, 2008 to June 2009</p>
<b>1A-14</b>	<p>Equip students for success on college-related assessments.</p> <ul style="list-style-type: none"> <li>▪ Promote students' awareness of the knowledge, skills, and test-taking strategies needed for the exams.</li> </ul>	<p>Curriculum administrators; teachers; counselors; principals</p>	<p>Scholars Programs; PSAT testing; Score Report Plus and AP Potential; SAT/ACT prep courses</p>	<p>Summer and Fall, 2008; October, 2008; January-June, 2009</p>

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1A-15</b>	<p>Institute the seven-period schedule at high school to address “4x4” graduation requirements.</p> <ul style="list-style-type: none"> <li>▪ Implement the policies, guidelines, and courses required to meet the differing academic needs of 9th-12th graders.</li> <li>▪ Explain to all students, including special populations like LEP, graduation requirements for the RHSP.</li> </ul>	Curriculum administrators; counselors; master schedulers; registrars; principals	Training for counselors, registrars, principals, master schedulers, curriculum staff; Printed and online information for students and parents	Prior to launch of 4x4 plan (Class of 2011); ongoing
<b>1A-16</b>	<p>Improve the quality of reviewing and reteaching in all content-areas at all grade levels.</p> <ul style="list-style-type: none"> <li>▪ Adjust each scope and sequence to build in time for reteaching or extension.</li> <li>▪ Consult existing “Critical-Supplemental-Incidental” designations to correlate which TEKS merit reteaching.</li> <li>▪ Determine best practices for reviewing and reteaching.</li> <li>▪ Train teachers in the appropriate use of data as a tool for reteaching.</li> </ul>	Curriculum coordinators; helping teachers; teachers	Curriculum documents; SFA data; TEKS	August, 2008 to June, 2009
<b>1A-17</b>	<p>Promote the “Power of Engagement” theme.</p> <ul style="list-style-type: none"> <li>▪ Integrate key points from <i>Building Engaged Schools</i> (Gordon and Crabtree) into district initiatives, as appropriate.</li> </ul>	ISC and campus administrators; teacher leaders	Copies of <i>Building Engaged Schools</i> ; staff development and leadership sessions	August, 2008 to June, 2009

**District 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.

**Formative/Summative Evaluation:**

Locally-developed Assessments and Texas Assessment of Knowledge and Skills (TAKS), TELPAS

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1B-1</b>	<p>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.</p> <ul style="list-style-type: none"> <li>▪ Provide teachers and teams with adequate time, training, and resources to design reliable, valid assessments.</li> <li>▪ Meet frequently to examine results and to make any needed adjustments.</li> <li>▪ 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.</li> <li>▪ Have teachers work in "professional learning communities" to develop and implement plans for closing achievement gaps in their content areas.</li> </ul>	<p>Curriculum staff, including special populations; academic achievement specialists; Information Services; Campus Improvement and Research; principals; department chairmen; team leaders; teachers</p>	<p>Achievement Monitoring System (AMS) information; State and locally developed reports; Pyramid of Services; Benchmarks and SFAs</p>	<p>August, 2008 to June, 2009</p>

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1B-2</b>	<p>Improve at-risk students' chances for success by providing them with extended instructional time.</p> <ul style="list-style-type: none"> <li>▪ Develop/update an improvement plan for each at-risk student.</li> <li>▪ Find and use additional instructional time (e.g., extra periods, before- and after-school tutorials, Saturday classes, night courses).</li> <li>▪ Provide special, high-motivation pull-out programs for students needing the most intensive remediation—Taking on TAKS, Super Camp, etc.</li> <li>▪ Employ “Quantum Learning” techniques.</li> <li>▪ Schedule additional Saturday events.</li> <li>▪ Use podcasts to reinforce learning.</li> </ul>	Principals; campus at-risk staff and committees; teachers; curriculum staff, including special populations	READ 180; Curriculum documents; At-risk plan; Extended time activities; Mobile Library; Quantum Learning; Pull-outs such as Taking on TAKS and Supercamps; Podcasts that address at-risk students; Skills for Academic Success (SAS) for targeted 9th graders	August, 2008 to June, 2009
<b>1B-3</b>	<p>Implement acceleration programs for SSI students placed in the 9<sup>th</sup> grade.</p> <ul style="list-style-type: none"> <li>▪ Schedule 90-minute block periods for <i>READ 180</i>.</li> <li>▪ Provide year-long SAS classes for students to address core academic deficiencies.</li> <li>▪ Establish Algebra I labs to give students additional math support.</li> </ul>	Curriculum administrators; master schedulers; principals	District curriculum documents created by Curriculum Coaches; <i>READ 180</i>	August, 2008 to June, 2009
<b>1B-4</b>	<p>Elevate performance of <i>all</i> students who are reading below grade-level—including dyslexic students.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	Reading coordinators, including special populations; campus administrators; academic achievement specialists; reading teachers	Dyslexia Program (DIP); ISIP; <i>READ 180</i> ; SRI Testing; Read About; Curriculum Coaches Benchmark and SFA Assessments	August, 2008 to June, 2009

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1B-5</b>	<p>Provide students with hands-on opportunities for problem-solving through fine arts, physical education, and CTE classes.</p> <ul style="list-style-type: none"> <li>Monitor curriculum expectations, lesson plans, and classroom activities.</li> <li>Provide teachers with samples and strategies through staff development.</li> </ul>	<p>Coordinators, helping teachers, and teachers in the areas identified; principals</p>	<p>District curriculum; Demo. lessons; Curriculum Coach; Tech. share sessions; Staff dev.; Monitoring Resources on Industry Standards in the Lab/Workplace; State Curriculum</p>	<p>August, 2008 to June, 2009</p>
<b>1B-6</b>	<p>Prepare learners for real-world pursuits.</p> <ul style="list-style-type: none"> <li>Create awareness of specific connections between classroom activities/topics, job skills/knowledge, and career success.</li> <li>Encourage student and staff participation in activities that will strengthen the connections between school and work.</li> <li>Conduct individual planning sessions with students regarding their career aspirations.</li> </ul>	<p>District curriculum and counseling administrators and staff; district Career &amp; Technology Education administrators; counselors; teachers</p>	<p>Externship opportunities for teachers (A+)</p> <p>Achieve Texas Materials, TEA-developed materials to support new TEKS, National Industry Standards</p> <p>Coordinated Occupational Information Network (COIN)</p>	<p>June, 2009</p> <p>Fall 2008 – prep materials for spring registration</p>
<b>1B-7</b>	<p>Help all students plan for life beyond graduation.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Make students and parents aware of opportunities for financial aid and scholarships.</li> <li>Guide 10th-grade students in accessing College Board’s “My Road” Web site for research of various careers.</li> </ul>	<p>Counselors; teachers</p>	<p>Prepare to Dream materials, Counseling materials</p>	<p>August, 2008 to June, 2009</p>

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1B-8</b>	<p>Ensure successful transition for students moving between levels.</p> <ul style="list-style-type: none"> <li>Prepare students (and their parents) to respond positively to the changes of progressing to a new setting.</li> <li>For the move from early childhood to kindergarten, provide parents with program information and opportunities to visit classrooms.</li> </ul>	Principals; directors of instruction; counselors and teachers; curriculum staff; special ed. staff	Registration packet; PreK and K informational material	August, 2008 to June, 2009
<b>1B-9</b>	<p>Accelerate LEP students' successful acquisition of proficiency in English.</p> <ul style="list-style-type: none"> <li>Continue to expand the elementary one-way dual-language program to additional campuses and grades.</li> <li>Create additional New Arrival Centers as enrollment warrants.</li> <li>Provide summer school opportunities.</li> <li>Implement <i>READ 180</i> in Structured English Immersion (SEI) classes.</li> <li>Assign LEP students in CTE to reading classes if they have not already passed TAKS.</li> </ul>	Bilingual/ESL coordinators; ESL liaisons; bilingual and ESL teachers; campus administrators; LPAC members; curriculum staff; helping teachers; CTE administrators	<i>READ 180</i> ; Summer school; Reading, math and science camps	August, 2008 to June, 2009
<b>1B-10</b>	<p>Identify, develop, and create the list of interventions for each tier in the Response to Intervention (RTI) model.</p> <ul style="list-style-type: none"> <li>Deconstruct the <i>Targeting Student Assistance</i> document, evaluate interventions per RTI criteria, and use components to create an RTI resource for teachers.</li> <li>Design materials to augment the "pyramid" diagram.</li> <li>Provide staff development on RTI, and assist campuses in implementation.</li> </ul>	Curriculum and special education staff; campus representatives	Professional development for campus leadership; Staff development updates to campus administrators	August, 2008 to June, 2009
<b>1B-11</b>	<p>Improve special education students' programs and learning outcomes by implementing the district's plan of action for improvement.</p> <ul style="list-style-type: none"> <li>Ensure least-restrictive environment.</li> <li>Provide related services.</li> <li>Set timelines for initial evaluation.</li> <li>Monitor timelines for re-evaluation.</li> <li>Provide transition services.</li> </ul>	All instructional staff and leaders; district special education staff	District LRE Data; Data on related services such as: Occupational Therapy, Assistive Technology	August, 2008 to June, 2009

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1B-12</b>	<p>Coordinate, integrate, and evaluate programs supported by federal funds and by state and district compensatory funds.</p> <ul style="list-style-type: none"> <li>▪ Verify current rules and standards.</li> <li>▪ Submit reports as required.</li> <li>▪ Focus on two low areas:</li> <li>▪ Recommended High School Program (RHSP) rates of LEP students</li> <li>▪ TAKS pass rates of LEP students in CTE</li> <li>▪ Assign LEP students in CTE to appropriate remedial classes such as <i>READ 180</i>.</li> </ul>	<p>Curriculum administrators, including special education; program coordinators; principals; campus staffs</p>	<p>PBMAS Report; Staff Development for Counselors, Directors of Instruction, and other Campus Administrators; Data validation reports</p>	<p>August, 2008 to June, 2009</p>

**District Priority:**

**1C**

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

**Formative/Summative Evaluation:**

State and locally-developed reports

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1C-1</b>	<p>Reinforce behaviors and values that will lead to students' becoming thoughtful, law-abiding citizens, active and productive in a free-enterprise society.</p> <ul style="list-style-type: none"> <li>Expand implementation of Positive Behavioral Intervention and Support (PBIS).</li> <li>Help students gain an understanding of, acceptance of, and appreciation for diversity.</li> </ul>	<p>Director of classroom management training; director of student services; assistant superintendent for secondary administration; campus leaders; teachers; counselors</p>	<p>Achievement Monitoring System, Cognos-AMS reports, PBIS staff</p>	<p>August, 2008 to June, 2009</p>
<b>1C-2</b>	<p>Provide effective and appropriate instruction about the hazards of substance abuse.</p> <ul style="list-style-type: none"> <li>Conduct screenings.</li> </ul>	<p>Curriculum staff, including special populations; teachers of health and physical education; coaches; counselors</p>	<p>Student Services Department</p>	<p>August, 2008 to June, 2009</p>
<b>1C-3</b>	<p>Provide a Coordinated School Health Program in grades 6-7-8.</p> <ul style="list-style-type: none"> <li>Evaluate the health curriculum—which addresses nutrition, obesity, diabetes, and fitness—and make necessary changes.</li> <li>Work with students' 6-year plans to accommodate this additional coursework.</li> </ul>	<p>Curriculum staff; physical education teachers; Coordinated School Health Team</p>	<p>Coordinated Approach To Child Health (CATCH); SPARK/Healthy &amp; Wise Program</p>	<p>August, 2008 to June, 2009</p>

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1C-4</b>	<p>Ensure that the counselor's role retains focus on implementation of the <i>Developmental Guidance Program</i>.</p> <ul style="list-style-type: none"> <li>▪ Address trauma resolution for students who have experienced natural disasters, health crises, military tragedy, etc.</li> <li>▪ Facilitate campus staffs' ability to detect warning signs of students who may be candidates for suicide or victims of child abuse.</li> </ul>	Director for Guidance & Counseling; principals; campus administrators	Guidance and Counseling Department	August, 2008 to June, 2009
<b>1C-5</b>	<p>Address issues related to education about and prevention of dating violence as required by HB121.</p> <ul style="list-style-type: none"> <li>▪ Implement Board policy FFH (Local).</li> <li>▪ Provide awareness education to students and parents through multiple sources—e.g., counselors' Information Sheets, the district's Web site, and school publications.</li> </ul>	Curriculum administrators; Director for Guidance & Counseling; principals; campus administrators; counselors; health teachers	Guidance and Counseling Department; Department of Student Services	August, 2008 to June, 2009

**District Priority:**

**1D**

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

**Formative/Summative Evaluation:**

State and locally developed reports

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1D-1</b>	Decrease discipline placements that result in students being coded as absent, such as in-home suspension. <ul style="list-style-type: none"> <li>▪ Work with campus administrators to design alternative discipline measures.</li> </ul>	Principals; campus staff and administration; Student Services; attendance officers; nurses; campus staffs	Department of Student Services; Campus staff	August, 2008 to June, 2009
	Intensify investigative efforts in locating students who are no longer attending school. <ul style="list-style-type: none"> <li>▪ Increase the number of home visits.</li> <li>▪ Share strategies with assistant principals and attendance officers.</li> </ul>			
<b>1D-2</b>	Foster students' sense of belonging and desire to attend school regularly. <ul style="list-style-type: none"> <li>▪ Encourage students to enroll in co-curricular and extracurricular activities.</li> <li>▪ Encourage teachers to build strong relationships with students.</li> </ul>	Campus administrators; teachers; sponsors; coaches	Career-based student organization resources	Ongoing through June, 2009

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
<b>1D-3</b>	<p>Implement a plan to assist students who are credit deficient or who still need to pass the state assessment to meet graduation requirements.</p> <ul style="list-style-type: none"> <li>▪ Conduct TAKS classes for students who have sufficient credits to graduate but still need to pass the state assessments. Contact students about the classes.</li> <li>▪ Make arrangements to hold classes at sites most convenient for students.</li> <li>▪ Research best practices, and implement the most promising programs.</li> </ul>	Curriculum and campus staffs; counselors; ISC staff; teachers	District Summer Curriculum; TAKS Prep Course; Providing Avenues for Senior Success (PASS); PLATO software; Previous TAKS data; Windfern High School	August, 2008 to June, 2009
<b>1D-4</b>	<p>Create a culture that encourages students to pursue postsecondary studies.</p> <ul style="list-style-type: none"> <li>▪ Identify current practices, strategies, and programs.</li> <li>▪ Research other promising practices, strategies, and programs.</li> <li>▪ Assist students in developing and updating electronic personal graduation plans.</li> <li>▪ Pilot the “Prepare to Dream” program at Cypress Lakes, Watkins, and Thornton.</li> </ul>	ISC staff; principals, counselors, and administrative teams	College and Career Readiness Standards; College and Career Scope and Sequence; Individual Student Plans; PTD mid-year and final reports; CIP documents; Achieve Texas Resources	June, 2009  Feb. 2009 and June 2009

# 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.

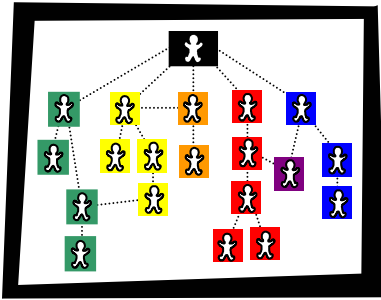
<u>Grant Sources</u>	<u>Funds Available in 2007-2008</u>
Title I, Part A	Improving Basic Programs..... \$5,455,171
Title II, Part A	Professional Development..... 1,713,072
Title II, Part D	Technology..... 61,063
Title III	Immigrant ..... 890,135
Title III	Limited English Proficient ..... 1,868,491
Title 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.

	<b>Activities: Attracting, Developing, &amp; Retaining Quality Staff</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>2A-1</b>	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
<b>2A-2</b>	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
<b>2A-3</b>	Expand student-teacher initiatives by developing new partnerships with surrounding universities.	Human Resources Department	Ongoing	Number of student- teachers in the district
<b>2A-4</b>	Collect and utilize data to monitor closely the attrition rate for each campus.	Human Resources Department	Ongoing	Staffing and retention reports
<b>2A-5</b>	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

	<b>Activities: Attracting, Developing, &amp; Retaining Quality Staff</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>2A-6</b>	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
<b>2A-7</b>	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	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.			
	<b>Activities: Safe &amp; Disciplined Environment</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>2B-1</b>	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
<b>2B-2</b>	Increase student and staff training in anger and aggression management strategies, bullying, conflict resolution, and <i>Building Better Relationships: Classroom Management</i> in CFISD.	Student Services; Classroom Management Trainers; Guidance and Counseling	Ongoing	Staff development catalog; school agendas; news letters; resources on district Web site
<b>2B-3</b>	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
<b>2B-4</b>	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

	<b>Activities: Safe &amp; Disciplined Environment</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>2B-5</b>	Implement priority recommendation from DAEP program review.	Student Services; School Administration	Ongoing	Discipline data; Individual student reports
<b>2B-6</b>	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.

	<b>Activities: Parent Communication</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>3A-1</b>	<p>Promote new opportunities for global volunteerism, and encourage more parent involvement of families of all cultures.</p> <ul style="list-style-type: none"> <li>• “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.</li> <li>• 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.</li> <li>• Develop strategies to increase participation in SHPAC by an average of 20 parents per meeting.</li> </ul>	<p>Assoc. Supt. for Facilities, Planning, and Comm. Relations; PIE Director; Curriculum Coordinators; VIPS Multicultural Committee</p>	<p>Fall, 2008, and ongoing</p>	<p>Agendas, record of VIPS service hours, newsletter, data, sign-in sheets</p>
<b>3A-2</b>	<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"> <li>• Increase Virtual Volunteer Web site data management use by 250 volunteers.</li> </ul>	<p>PIE Director; Help Desk Manager</p>	<p>Ongoing</p>	<p>Records</p>

### 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.

<b>Priority 3B</b>	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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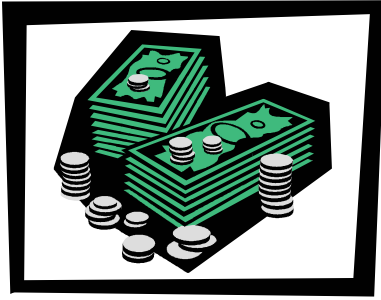
	<b>Activities: Business Partnerships</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>3B-1</b>	Work actively with the Cy-Fair Houston Chamber of Commerce Education Committee to address specific district and campus needs. <ul style="list-style-type: none"> <li>• Bus Buddies project</li> <li>• Mentors, tutors</li> <li>• “Adopt-a-School” – recruit three additional business partners.</li> </ul>	PIE Director	Fall, 2008, and ongoing	Reports, presentations
<b>3B-2</b>	Arrange the mentor trainings on-site at business locations to increase recruitment of trained business mentors in schools. <ul style="list-style-type: none"> <li>• Focus recruitment on schools having greatest needs.</li> </ul>	PIE Director	Fall, 2008, and ongoing	Sign-in sheets, training flyers
<b>3B-3</b>	Partner “global volunteers” and a business “Adopt-a-School” program, and use these joint resources on high at-risk campuses.	PIE Director; Principals; VIPS & PIE Liaisons	Fall, 2008, and ongoing	Meeting notes, flyers
<b>3B-4</b>	Increase the number of business partners by forty to provide additional campus support.	PIE Director	Summer, 2008, and ongoing	PIE reports
<b>3B-5</b>	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.	PIE Director; 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.

<b>Priority 3C</b>	Continue to enhance and expand the comprehensive and interactive communications plan.
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	<b>Activities: Communications</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>3C-1</b>	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.	Assoc. Supt. for Gov. Relations and Comm.; Asst. Supt. for Communication	2008-2009	Meeting agendas
<b>3C-2</b>	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.	TV Producer; Coord. of Media Tech.	July 1, 2008	Video
<b>3C-3</b>	Produce Bond Update podcasts.	Comm. Specialist	2008-2009	District Web site
<b>3C-4</b>	Produce and air "Bond Money at Work" on CFTV.	Assoc. Supt. for Facilities, Planning, and Comm. Relations; Asst. Supt. for Facilities & Const.; Coord. of Media Tech.	2008-2009	CFTV program log
<b>3C-5</b>	Produce "Conversations with the Superintendent," the television companion to Key Communicator letters.	Superintendent; Asst. Supt. for Communication; TV Producer	2008-2009	CFTV program log
<b>3C-6</b>	Evaluate the impact of a separate design for an online newspaper.	Comm. Specialist; Comm. Director	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 4A

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
	<b>Business Services</b>			
4A-1	Maintain an underlying bond rating of Aa3 from Moody's Investor Services, AA- from Fitch Ratings, and AA from Standard & Poor's.	Assoc. Supt. for Business Svcs.	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.	Asst. Dir. for Financial Rptg.	February, 2009	Certificate
4A-3	Receive the Certificate of Excellence in Financial Reporting from the Association of School Business Officials.	Asst. Dir. for Financial Rptg.	February, 2009	Certificate
4A-4	Solicit competitive proposals for third-party administration of the district's 403(b) annuity and 457 deferred compensation plans.	Asst. Supt. for Finance	June, 2009	Responses to proposals
4A-5	Provide funding for facilities, technology, buses, and program needs by selling bonds.	Assoc. Supt. for Business Svcs.	August, 2008	Bond proceeds
	<b>Distribution Center</b>			
4A-6	Improve weekly inventory accuracy by 5%.	Dist. Ctr. Mgr.; Asst. Dir. for Purchasing Svcs.	June, 2009	Weekly inventory; Pentamation reports
	<b>Electronic Repair Center</b>			
4A-7	Analyze Repair Department parts inventory to purge remaining parts stocked for obsolete equipment.	Repair Ctr. Mgr.	June, 2009	HP status

	<b>Activities: Efficiency &amp; Revenue</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>4A-8</b>	Pursue additional revenue for the district by attaining Accredited Support Provider status from Hewlett-Packard for warranty repair of HP notebooks.	Repair Ctr. Mgr.	June, 2009	HP status
	<b>Facilities Planning and Construction</b>			
<b>4A-9</b>	Pursue implementation of solar panel energy pilot project at the Science Resource Center.	Assoc. Supt. for Facilities, Planning, and Comm. Relations; Asst. Supt. for Facilities & Const.; Dir. of Facilities Planning & Energy Mgmt; Energy Mgr.	December, 2008	Solar panels installed and operational
<b>4A-10</b>	Develop a plan to implement M-Power program funded from energy rebates to maximize energy efficiencies.	Assoc. Supt. for Facilities, Planning, and Comm. Relations; Asst. Supt. for Facilities & Const.; Dir. of Facilities Planning & Energy Mgmt; Energy Mgr.	August, 2008	Approved plan and M-Power Program implementation
<b>4A-11</b>	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.	Asst. Supt. for Facilities & Const.; Dir. of Facilities Planning & Energy Mgmt; Energy Mgr.	Ongoing	Additional rebates received and retrofit projects completed
	<b>Finance</b>			

	<b>Activities: Efficiency &amp; Revenue</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>4A-12</b>	Complete training and implementation of online purchase orders for all remaining schools and departments.	Dir. of Financial Svcs.; Accountant II; Information Services	June, 2009	Training guide
<b>4A-13</b>	Create a business office procedure manual to be posted on Inside CFISD.	Dir. of Financial Svcs.	December, 2008	Manual
<b>4A-14</b>	Inform and survey all eligible employees about consumer-driven insurance plans. Implement any insurance plan changes based on employee input.	Asst. Supt. for Finance ; Risk Analyst; Risk Mgr.; Survey Team	June 30, 2009	New medical plans
	<b>Food Service Department</b>			
<b>4A-15</b>	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.	Dir. of Food Svcs.; Exec. Chef/ Prod. Mgr.; Coord. of Nutrition Ed.	June, 2009	Federal reimbursement reports
<b>4A-16</b>	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.	Dir. of Food Svcs.; Exec. Chef/ Prod. Mgr.; Asst. Dir. of Purch. & Ops	June, 2009	Financial statements
	<b>General Administration</b>			
<b>4A-17</b>	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.	Assoc. Supt. for Facilities, Planning, and Comm. Relations; Berry Ctr. Gen. Mgr.	2008-2009	Events scheduled and ads sold

	<b>Activities: Efficiency &amp; Revenue</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>4A-18</b>	Expand overall utilization of the Berry Center by 20%.	Assoc. Supt. for Facilities, Planning, and Comm. Relations; Berry Ctr. Gen. Mgr.	2008-2009	Number of events scheduled
<b>4A-19</b>	Conduct first joint Board election with Harris County in November.	Assoc. Supt. for Facilities, Planning, and Comm. Relations; Dir. of General Admin.	November, 2008	Election costs and results
<b>4A-20</b>	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.	Assoc. Supt. for Facilities, Planning, and Comm. Relations; Dir. of General Admin.	June, 2009	Additional revenue via sales; "green certificates" for waste items
	<b>Mail Center</b>			
<b>4A-21</b>	Increase postage savings on United States Postal Service mailing by \$25,000.00 a) Consolidation of additional mailings b) Postal service mailing statements	Dist. Ctr. Mgr.; Mail Supervisor	June, 2009	Budget
	<b>Maintenance</b>			
<b>4A-22</b>	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.	Dir. of Maintenance	Continuous	IAQ records/ complaints
<b>4A-23</b>	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.	Dir. of Maintenance; Supervisors	July, 2009	Workers' Comp. claims/accident reports

	<b>Activities: Efficiency &amp; Revenue</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>4A-24</b>	Reorganize the maintenance HVAC department to maximize HVAC equipment life through an improved preventive maintenance program.	Dir. of Maintenance; Supervisor of HVAC	July, 2009	Work order system/ equipment repair reports
	<b>Operations</b>			
<b>4A-25</b>	Increase facilities operations efficiency by implementing a centralized ordering process of high usage chemicals.	Dir. of Operations	December, 2008	Supply order and usage reports
<b>4A-26</b>	Incorporate a training program for head custodians for the proper daily maintenance and use of custodial equipment.	Dir. of Operations	June, 2009	Operations' Standards Manual
<b>4A-27</b>	Provide in-house quarterly training and e-mail access for head custodians. Include ongoing computer training for custodial employees and new hires.	Dir. of Operations	June, 2009	Technology training course
<b>4A-28</b>	Incorporate a safety awareness training program for head custodians and custodial employees.	Dir. of Operations	June, 2009	Safety documents
<b>4A-29</b>	Implement a preventive maintenance program that increases productivity while decreasing down time of equipment.	Dir. of Operations	June, 2009	Work orders
<b>4A-30</b>	Increase efficiency by establishing employee productivity standards that set benchmarks for length of time a worker should be able to complete a common task.	Dir. of Operations; Supervisors; Area Managers	June, 2009	Operations' Standards Manual
	<b>Print Center</b>			
<b>4A-31</b>	Increase production efficiency, and reduce production cost of improving work flow through floor design and reassignment of operator responsibilities.	Mgr. of Printing Ctr.	June, 2009	Printing impression report; OT & Summer Help Costs
<b>4A-32</b>	Review forms with end users, and standardize at least 10 forms to help reduce cost of commonly used forms.	Mgr. of Printing Ctr.	June, 2009	Review of forms created
	<b>Purchasing Department</b>			
<b>4A-33</b>	Limit the length of time a stock item is on back-order to a maximum of two weeks.	Dir. of Purchasing	June, 2009	Pentamation reports
<b>4A-34</b>	Investigate available options for electronic bidding software to determine any cost savings to the district.	Dir. of Purchasing	February, 2009	Software reviews

	<b>Activities: Efficiency &amp; Revenue</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
	<b>Records and Textbooks</b>			
<b>4A-35</b>	Continue support and training of building staff to increase effectiveness of the textbook inventory system.	Dir. of General Admin.; Mgr. of Textbks & Prop.	Annual	Inventory and ordering of district textbooks
<b>4A-36</b>	Revise the current Record Retention Manual to establish districtwide timeline for retention of various records.	Assoc. Supt. for Facilities, Planning, and Comm. Relations; Dir. of General Admin.; Mgr. of Facilities Use, Fliers, & Records	August, 2008	Completed Record Retention Manual
<b>4A-37</b>	Create new revenue by selling ads for district-created book covers.	Assoc. Supt. for Facilities, Planning, and Comm. Relations; Dir. of General Admin.; Mgr. of Textbks & Prop.	2008 - 2009	Revenue from ad sales
	<b>Special Services &amp; Safety</b>			
<b>4A-38</b>	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.	Sr. Dir. of Special Svcs.	July, 2009	Fire Marshall Inspections
<b>4A-39</b>	Increase the amount of recyclable materials (aluminum and steel cans, cardboard) collected by the district's Recycling Center.	Sr. Dir. of Special Svcs.	June, 2009	Recycling records
<b>4A-40</b>	Increase the tonnage of recyclable paper collected at campuses by 5%.	Sr. Dir. of Special Svcs.	June, 2009	Campus tonnage reports
<b>4A-41</b>	Continue to reduce Workers' Compensation payouts by providing a safety training program based on holding employees responsible for "unsafe acts."	Sr. Dir. of Special Svcs.	July, 2009	Workers' Comp. records
<b>4A-42</b>	Continue to reduce worker injuries in the Maintenance and Operations departments through specialized training.	Sr. Dir. of Special Svcs.	July, 2009	Workers' Comp. records

	<b>Activities: Efficiency &amp; Revenue</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>4A-43</b>	Continue to assist the Transportation Department in recruiting new drivers by providing quality childcare services.	Sr. Dir. of Special Svcs.	July, 2009	Enrollment records
<b>4A-44</b>	Remove all remaining asbestos-containing floor tiles from district facilities.	Sr. Dir. of Special Svcs.	August, 2009	EPA & TDH records
	<b>Technology Services</b>			
<b>4A-45</b>	Evaluate the cost effectiveness of digital imaging in the Business Office. Implement as appropriate.	Business Office; Technology Services	Fall, 2008	Recommendation and implementation
<b>4A-46</b>	Upgrade network infrastructure.	Technology Services	Fall, 2008	Upgrade in place
<b>4A-47</b>	Provide network-based services to employees from their homes.	Technology Services	Fall, 2008	Services available
<b>4A-48</b>	Develop and implement a parent portal.	Technology Services; Communication Department	Fall, 2008	System available
<b>4A-49</b>	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
<b>4A-50</b>	Develop RFP for an Achievement Management System.	Principals; School Administration; Curriculum and Instruction; School Improvement Office; Technology Services	Fall, 2008	RFP published
<b>4A-51</b>	Develop information security policy, and implement technology to support the policy.	Internal Audit; Technology Services	Spring, 2009	Policy in place
	<b>Transportation</b>			

	<b>Activities: Efficiency &amp; Revenue</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>4A-52</b>	Evaluate providing all drivers and attendants with district e-mail addresses to increase timeliness of communication.	Dir. of Transp.; Asst. Dir. Human Res.	June, 2009	Technology training
<b>4A-53</b>	Expand the online field trip request link to include guidelines and procedures.	Dir. of Transp.; Asst. Dir. of Operations	June, 2009	Intranet link
<b>4A-54</b>	Continue to pursue grant funding for available clean air initiatives.	Dir. of Transp.	June, 2009	Grant documents
<b>4A-55</b>	Provide online copy of department handbook.	Dir. of Transp.; Asst. Dir. Human Res.; Asst. Dir. of Operations	June, 2009	Intranet link
<b>4A-56</b>	Implement and maintain a system of tracking on-time arrival of buses at campuses in the morning and afternoon.	Dir. of Transp.; Assistant Directors	June, 2009	Data documents
<b>4A-57</b>	Improve accounting of students, and provide information to campuses on a frequent basis.	Dir. of Transp.; Assistant Directors	June, 2009	Campus Reports
<b>4A-58</b>	Review operations for opportunities to reduce fuel expense.	Dir. of Transp.	December, 2008	Report
<b>4A-59</b>	Evaluate GPS and RFID for transportation and student management.	Principals; School Administration; Technology Services; Transportation	Spring, 2009	Recommendation
<b>4A-60</b>	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.

	<b>Activities: State Funding Issues</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>4B-1</b>	Participate in organizations/associations to facilitate the development of broad-based advocacy positions regarding issues that impact Cypress-Fairbanks.	Superintendent; Assoc. Supt. for Business Svcs.; Assoc. Supt. for Gov. Relations and Comm.; Assoc. Supt. for Facilities, Planning, and Comm. Relations	2008-2009	Record of activities
<b>4B-2</b>	Inform community members and local, state, and federal government officials regarding the implications of financial decisions on Cypress-Fairbanks.	Superintendent, Assoc. Supt. for Business Svcs.; Assoc. Supt. for Gov. Relations and Comm.; Assoc. Supt. for Facilities, Planning, and Comm. Relations	2008-2009	Letters; publications; meeting agendas

**Priority  
4C**

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

	<b>Activities: Facilities</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
	<b>Facilities Planning and Construction</b>			
<b>4C-1</b>	Continue with planning, implementation, and communication regarding the approved projects associated with the 2001, 2004, and 2007 bond referendums.	Assoc. Supt. for Facilities, Planning, and Comm. Relations; Asst. Supt. for Facilities & Const.	2008-2009	Approved contracts; reports to Board of Trustees; Bond Steering Committee update meetings
<b>4C-2</b>	Reorganize the Facilities and Construction department to increase effectiveness and quality control.	Assoc. Supt. for Facilities, Planning, and Comm. Relations; Asst. Supt. for Facilities & Const.; Dir. of Facilities Planning & Energy Mgmt	August, 2008	Approved department reorganization plan with staff implementation
<b>4C-3</b>	Develop plan for funding and performing maintenance projects identified in the bond study process, but not included in the 2007 Bond Authorization.	Assoc. Supt. for Facilities, Planning, and Comm. Relations; Asst. Supt. for Facilities & Const.	2008-2009	Final-approved plan developed with funding source
	<b>General Administration</b>			
<b>4C-4</b>	Improve communication between Facilities Use Office and campuses by expanding a network-based, centralized scheduling calendar for all elementary schools.	Dir. of General Admin.; Mgr. of Facilities Use, Fliers, & Records	August, 2008	Expanding new scheduling software to the elementary campus level

	<b>Activities: Facilities</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Data/ Documentation</b>
<b>4C-5</b>	Implement new campus facility use fee rates for outside users by recommending rate adjustments to ensure district costs are covered and facilities are secured.	Assoc. Supt. for Facilities, Planning, and Comm. Relations; Dir. of General Admin.; Mgr. of Facilities Use, Fliers, & Records	August, 2008	Rate/fee adjustments