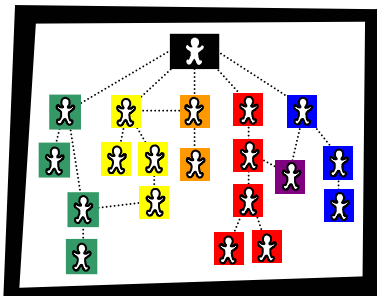


District Improvement Plan



Priorities for 2009-2010
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

Cypress-Fairbanks Independent School District 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, 16 middle schools, 50 elementary schools, and 5 special campuses. As of September 9, 2009, the district employed 6,994 teachers, 1,428 classroom paraprofessionals, and 1,191 professional/administrative/support personnel. The student population is 35% white, 16% African American, 40% Hispanic, 8% Asian/Pacific Islander, and .3% Native American. The mobility rate for the district is 14.0.

In accordance with the Texas state legislative requirements, the district staff conducted a comprehensive needs assessment for the 2009-10 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 2009 Texas Assessment of Knowledge and Skills (TAKS), locally-developed assessments, discipline, attendance, and teacher retention data.

A student group with fewer than eighty percent of students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, several priority areas were identified that will be addressed in the 2009-2010 school year including: Mathematics (African American, 76%) and Science (African American, 73%; Hispanic, 77%; and Economically Disadvantaged, 74%). 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. In order to address these areas of need, the district has identified several areas of need in relation to professional development. These areas include differentiated

instruction, content area curriculum, and behavior management.

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 2009-10 school year. Additionally, strategies will be used to improve the attendance rate for all student groups including, African American 95.7%, Hispanic 95.6%, White 95.8%, and students who are economically disadvantaged 95.5%. Strategies will also be used to increase teacher retention in the district.

Sources:

Number of Campuses: Internal Calculations

Number of Employees: CFISD Human Resources

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 Objectives: Academic		'09-'10 Performance Objective 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 8-11; science, grades 8 and 10; and ELA, grades 10-11 (open-ended responses) Focus groups: LEP, special education, economically disadvantaged, recent enrollees		>= 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:	English Language Arts	>= 65%
College Readiness Component	Math	>= 65%
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 <i>AND</i>	>= 15%
	% at or above criterion	>= 50%
College Ready Graduates		>= 35%

Overview of AEIS Objectives: Dropout/Completion Rate		'09-'10 Target Criteria for Exemplary or GP
State Indicators		
Attendance rates	District	>= 96.0%
	Elementary	>= 97.0%
	Middle School	>= 96.0%
	High School	>= 95.0%
Dropout Rate (grades 7-8)		<= 1.8%
Completion Rate I ('04-'05 cohort = Class of 2008; sum of graduates + continuers)		>= 95.0%

TAKS Met 2009 Standard (Sum of All Grades Tested, Includes Selected TAKS (Accommodated))
(Standard Accountability Indicator)

	Reading/ELA				Mathematics				Writing				Science				Soc Studies			
	CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
ALL	93%	93%	91%	91%	85%	86%	80%	82%	94%	93%	93%	93%	83%	85%	74%	78%	96%	96%	91%	93%
African Am	89%	91%	87%	88%	74%	76%	69%	71%	91%	90%	90%	91%	70%	73%	61%	66%	92%	93%	87%	90%
Hispanic	88%	89%	87%	88%	79%	81%	75%	78%	91%	91%	91%	92%	73%	77%	66%	70%	92%	93%	88%	90%
White	97%	98%	96%	96%	93%	94%	89%	90%	97%	95%	96%	96%	93%	94%	87%	89%	99%	99%	96%	97%
Male	92%	92%	89%	90%	86%	87%	81%	82%	91%	91%	90%	91%	85%	87%	77%	80%	95%	96%	92%	93%
Female	94%	94%	92%	93%	85%	86%	80%	82%	96%	96%	96%	96%	82%	83%	71%	75%	96%	96%	91%	93%
Special Ed	76%	79%	75%	78%	65%	70%	61%	68%	77%	78%	79%	82%	50%	54%	39%	46%	74%	83%	64%	72%
Econ Disad	86%	88%	86%	87%	77%	79%	74%	76%	89%	89%	90%	91%	71%	74%	63%	68%	91%	92%	87%	89%
LEP	70%	71%	72%	74%	70%	73%	68%	71%	79%	80%	84%	86%	43%	49%	42%	47%	69%	72%	63%	68%
At-Risk	84%	84%	82%	83%	67%	67%	63%	66%	84%	83%	86%	87%	61%	62%	53%	58%	90%	90%	84%	87%

TAKS Commended Performance
(Sum of All Grades Tested, Includes Selected TAKS (Accommodated))

	Reading/ELA				Mathematics				Writing				Science				Soc Studies			
	CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
ALL	40%	41%	34%	34%	36%	38%	28%	31%	35%	34%	33%	34%	31%	35%	22%	26%	51%	58%	36%	44%
African Am	27%	29%	23%	25%	19%	21%	15%	18%	25%	24%	24%	25%	14%	18%	11%	14%	33%	40%	24%	31%
Hispanic	26%	28%	25%	26%	24%	26%	21%	25%	23%	21%	25%	27%	20%	22%	15%	18%	35%	43%	25%	33%
White	52%	54%	47%	46%	47%	50%	38%	42%	46%	47%	43%	45%	42%	49%	33%	38%	66%	74%	50%	59%
Male	37%	37%	31%	31%	37%	39%	30%	32%	28%	28%	26%	28%	35%	39%	26%	30%	56%	62%	41%	49%
Female	42%	44%	36%	37%	34%	37%	27%	31%	43%	41%	39%	41%	27%	31%	19%	22%	47%	54%	32%	39%
Special Ed	18%	19%	16%	18%	18%	22%	15%	20%	16%	15%	14%	17%	12%	14%	8%	10%	17%	21%	10%	13%
Econ Disad	23%	25%	23%	24%	21%	24%	19%	23%	20%	19%	23%	24%	17%	20%	14%	17%	32%	39%	23%	30%
LEP	8%	12%	12%	15%	16%	19%	18%	21%	7%	6%	14%	17%	7%	8%	8%	10%	9%	12%	6%	8%
At-Risk	15%	14%	14%	15%	11%	11%	11%	13%	10%	8%	14%	16%	7%	8%	6%	8%	21%	23%	14%	20%

College Readiness Indicators

	Advanced Course/Dual Enrollment Completion				RHSP/DAP Graduates			
	CFISD		TEXAS		CFISD		TEXAS	
	2006-07	2007-08	2006-07	2007-08	2007	2008	2007	2008
ALL	33.6%	34.2%	22.1%	23.1%	65.6%	71.2%	77.9%	81.4%

College Readiness Indicators
AP/IB Results (2008)

	Tested				Examinees >= Criterion				Scores >= Criterion			
	CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
ALL	18.0%	18.9%	20.0%	20.9%	72.3%	71.8%	50.5%	50.1%	70.5%	67.5%	46.8%	46.0%

Texas Success Initiative (TSI) -
Higher Education Readiness Component (Includes TAKS (Accommodated))

	Eng Lang Arts				Mathematics			
	CFISD		TEXAS		CFISD		TEXAS	
	2008	2009	2008	2009	2008	2009	2008	2009
ALL	64%	70%	57%	63%	66%	71%	56%	62%

College-Ready Graduates

	Eng Lang Arts				Mathematics			
	CFISD		TEXAS		CFISD		TEXAS	
	2007	2008	2007	2008	2007	2008	2007	2008
ALL	55%	66%	49%	59%	65%	66%	56%	58%

	Annual Dropout Rate (Gr 7-8)				Completion Rate I (w/o GED)			
	CFISD		TEXAS		CFISD		TEXAS	
	2006-07	2007-08	2006-07	2007-08	Class of 2007	Class of 2008	Class of 2007	Class of 2008
ALL	0.0%	0.1%	0.4%	0.3%	96.1%	95.8%	86.7%	88.0%

SAT/ACT Results

	Tested				At/Above Criterion				Average SAT Score				Average ACT Score			
	CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
ALL	76.9%	71.4%	68.2%	65.0%	34.4%	35.4%	27.0%	27.2%	1030	1029	992	987	21.7	21.8	20.2	20.5

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

	Strategies	Person(s) Responsible	Resources	Timeline
1A-1	<p>Improve elementary students' reading skills.</p> <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 Intervention by adopting strategies proven successful in the Leveled Literacy Intervention. ▪ Continue to implement reading classes for struggling readers. ▪ Implement self-paced computer-based instruction by installing at all Title I campuses. ▪ 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. ▪ Provide intervention programs/strategies/coaches (PreK-5th) to support at risk readers. ▪ Expand number of reading camps. ▪ Provide extended day tutoring. 	<p>Curriculum Coordinators; Curriculum Coaches/ Specialists; Reading/ELA Teachers; Campus Leaders</p>	<p>District curriculum; Staff development; READ 180; Dyslexia program (DIP); Leveled Literacy Intervention (LLI); Achieve 3000; System 44 (IDEA/Stimulus); 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, Part A; ARI; OEYP</p>	<p>August, 2009 to June, 2010</p>

Strategies		Person(s) Responsible	Resources	Timeline
1A-2	<p>Improve secondary students' reading skills.</p> <ul style="list-style-type: none"> ▪ Train curriculum coaches in appropriate and effective implementation of differentiation. ▪ Increase teachers' knowledge of reading process skills and TAKS reading objectives to enhance connections between and among strands of TEKS (grades 6-8). ▪ Increase students' independent reading levels. ▪ Motivate students to think at high levels before, during, and after reading. ▪ Continue to implement 90-minute classes for struggling readers. ▪ Implement self-paced computer-based instruction in 7th-and 8th-grade reading classes. ▪ Improve students' ability to locate relevant textual evidence to support ideas/inferences. ▪ Monitor student growth with routine Lexile level assessments. 	<p>Curriculum Coordinators; Curriculum Coaches/ Specialists; Reading/ELA Teachers; Campus Leaders</p>	<p>Reading Symposium; ASCD Differentiation Team; READ 180; Achieve 3000; System 44; WYNN; Scholastic Reading Inventory; Scholastic Phonics Inventory; Staff development; Title I, Part A</p>	<p>Summer, 2009</p> <p>June, 2010</p>
1A-3	<p>Improve writing skills of elementary and secondary students.</p> <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. ▪ Use a researched based writing model <ul style="list-style-type: none"> - for classroom instruction; - for assessment/scoring of student writing; and as a focus for staff development with new teachers. 	<p>Curriculum Coordinators; Curriculum Coaches/ Specialists; Reading/ELA Teachers; Campus Leaders</p>	<p>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; Title I, Part A</p>	<p>Summer and Fall, 2009</p> <p>June, 2010</p>

Strategies		Person(s) Responsible	Resources	Timeline
1A-4	<p>Improve achievement in elementary math.</p> <ul style="list-style-type: none"> ▪ Integrate new technology into the curriculum. ▪ Provide instructional coaching. ▪ Provide staff development, and insure teachers effectively organize their instructional time for maximum student learning. ▪ Provide new teacher with staff development focused on in-depth knowledge of content and strategies. ▪ Gain instructional time by assigning curriculum specialists. ▪ Provide 45 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. 	<p>Curriculum Coordinator; Curriculum Coaches, Curriculum Specialists; Classroom Teachers; and Campus Leaders</p>	<p>Fact Fluency Technology; Instructional coaching; Curriculum specialists; Staff development; Summer Math Academy; Math Solutions staff development; Title 1</p>	<p>December 2009–May, 2010 April, 2010 June, 2009</p>
1A-5	<p>Improve achievement in secondary math.</p> <ul style="list-style-type: none"> ▪ Train curriculum coaches in appropriate and effective implementation of differentiation. ▪ Increase teachers' knowledge of mathematics content to facilitate their making connections between and among strands of math TEKS. ▪ Deploy curriculum coaches to assist teachers/teams with lesson planning, effective teaching practices and technology integration. ▪ Integrate technology into the curriculum. ▪ Build into each math scope and sequence time for reteaching. ▪ Implement successful programs targeting struggling learners during Algebra, Geometry and Math Lab. ▪ Train teachers in the appropriate use of data as a tool for reteaching. 	<p>Curriculum Coordinator; Curriculum Coaches, Curriculum Specialists; and Classroom Teachers</p>	<p>ASCD Differentiation Team; District curriculum developed by curriculum coaches; Staff development; FAST Math; STMath; Go Solve; Explore Learning; Moodle; Geometry Sketch Pad; Title 1</p>	<p>August, 2009 to June, 2010</p>

	Strategies	Person(s) Responsible	Resources	Timeline
1A-6	<p>Improve achievement in elementary science.</p> <ul style="list-style-type: none"> • Provide additional lessons for each grade for use at Saturday science camps • Provide staff development, and insure teachers effectively organize their instructional time for maximum student learning. • Provide new teachers with staff development focused on in-depth knowledge of content and strategies. • Assist struggling students. <ul style="list-style-type: none"> - Schedule additional Saturday sessions and “super camps.” - Provide tutoring through retired science educators. - Assign curriculum coaches and specialists to support campuses. • Continue technology initiatives to promote high-level questions, discussion, and reasoning. • Increase students’ comprehension of concepts through interdisciplinary instruction in 1st grade. 	Curriculum Coordinator; Curriculum Coaches, Curriculum Specialists; Classroom Teachers; and Campus Leaders	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; Title I, Part A	Summer, 2009 June, 2010

	Strategies	Person(s) Responsible	Resources	Timeline
1A-7	<p>Improve achievement in secondary science.</p> <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. ▪ Train curriculum coaches in appropriate and effective implementation of differentiation. ▪ Employ Curriculum Coaches to assist teachers/teams with lesson planning, effective teaching practices and technology integration. Specifically: <ul style="list-style-type: none"> • Deepen knowledge of science content to enhance connections between and among the science strands. • Sharpen pedagogical skills/practices, including lesson design, effective analysis and use of student data, and assessment strategies. • 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. • Plan effective lessons/units that include opportunities for reteaching and extension. • Maximize team facilitation, and implement a plan for academic coaching. 	Curriculum Coordinator; Curriculum Coaches, Curriculum Specialists; and Classroom Teachers	ASCD Differentiation Team; Curriculum coaches/specialists; Technology Explore Learning; Lab Pro/Probe Ware; Achieve 3000 at Title I high schools for 9 th grade IPC; Title I, Part A	August, 2009 to June, 2010

Strategies		Person(s) Responsible	Resources	Timeline
1A-8	<p>Improve achievement in elementary social studies.</p> <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. ▪ Improve students' comprehension of concepts through interdisciplinary instruction in 1st grade. ▪ Deepen students' understanding of content through use of technology. 	<p>Curriculum Coordinator; Curriculum Coach; Classroom Teachers; Instructional Specialists and Social Studies Liaisons</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: Photo Story, Moodle, Smart Board, etc.</p>	<p>October, 2009 and January, 2010 June, 2010</p>
1A-9	<p>Improve achievement in secondary social studies.</p> <ul style="list-style-type: none"> ▪ Train curriculum coaches in appropriate and effective implementation of differentiation. ▪ 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. 	<p>Curriculum Coordinators; Curriculum Coaches; Classroom Teachers</p>	<p>ASCD Differentiation Team; Scope and sequence; TAKS Talk It Out tutorials; One to One laptop program; High school Document-Based Questions (DBQ); Technology including Timeliner, Adobe Premier, and Moodle</p>	<p>August, 2009 to June, 2010</p>

Strategies		Person(s) Responsible	Resources	Timeline
1A-10	<p>Use research-proven practices.</p> <ul style="list-style-type: none"> ▪ Target specific content areas. ▪ Address students' specific learning needs. ▪ Review most effective instructional strategies for improving achievement, and encourage teachers to complete the online series of courses on this topic. ▪ Implement district training and resources in this area. ▪ Increase classroom walk-throughs by expanding it to include additional campuses. ▪ Continue to implement pay for performance, and increase to 21 targeted campuses. 	District and Campus Curriculum Staff; Instructional Technology Staff; Librarians; Teachers	Math Solutions, i-Station; READ 180; Marzano's Strategies; System 44; TIP; Mega Monitoring; TeachScape –High Yield Strategies; ASCD Consultants for Differentiated Instruction; DATE Grant; Title I, Part A	August, 2009 to June, 2010
1A-11	<p>Expand teachers' effective use of instructional technology to promote higher-level thinking.</p> <ul style="list-style-type: none"> ▪ Implement and monitor use of instructional software. ▪ Develop curriculum that makes effective use of content-specific software pieces, equipment, media, and online services. ▪ Assign elementary technology curriculum coaches to specific content-areas. ▪ Continue to explore uses of distance learning, podcasting, and virtual classrooms. 	Curriculum and Technology Coordinators; Curriculum Coaches; Curriculum Specialists; Elementary and Secondary Content-Area Technology Coaches; District STaR Chart Administrator	Technology such as: ST Math, Fact Fluenc;; READ 180, System 44, Etools, Explore Learning; Turn it In; i-Station, Achieve 3000, PLATO, Smart Music, Timeliner, Go Solve, and Fastt Math; Presentation Technology (e.g. Photostory, SmartBoard, Schoolwires); Title I,	August, 2009 to June, 2010

			Part A	
Strategies		Person(s) Responsible	Resources	Timeline
1A-12	<p>Meet the needs of gifted and talented students.</p> <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 a continuum of learning experiences that lead to the development of advanced level products and/or performances such as those provided through the Texas Performance Standards Project.* ▪ Provide opportunities for students to showcase their advanced level products. ▪ Implement appropriate open-ended activities within the curriculum to allow advanced or gifted students to demonstrate the extent of their understanding and to provide documented evidence of gifted ability for identification purposes. 	<p>Curriculum Coordinator; Curriculum Coaches; Curriculum Specialists; Principals; Classroom Teachers</p>	<ul style="list-style-type: none"> • ASCD DI; 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 Coop GT training; District GT Training (online/face to face) 	<p>August, 2009 to June 2010</p>

Strategies		Person(s) Responsible	Resources	Timeline
1A-13	<p>Equip students for success on college-related assessments.</p> <ul style="list-style-type: none"> ▪ Promote students' awareness of the knowledge, skills, and test-taking strategies needed for the exams. ▪ Evaluate current practices, and research additional strategies. 	Curriculum Administrators; Teachers; Counselors; Principals	Scholars Programs; PSAT testing; Score Report Plus and AP Potential; SAT/ACT prep courses	<p>Summer and Fall, 2009; October, 2009;</p> <p>January-June, 2010</p>
1A-14	<p>Integrate College and Career Readiness standards throughout curricula.</p> <ul style="list-style-type: none"> ▪ Implement CCR standards as embedded in the curriculum documents. ▪ Train teachers on CCR standards. 	Curriculum Administrators; Teachers	Curriculum documents	August, 2009 to June, 2010
1A-15	<p>Improve the quality of reviewing and reteaching in all content areas at all grade levels.</p> <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; Curriculum Specialists; Curriculum Coaches; Teachers	Curriculum documents; SFA data; TEKS; Title I, Part A	August, 2009 to June, 2010

Strategies		Person(s) Responsible	Resources	Timeline
1A-16	<p>Accelerate learning outcomes and programming for students who receive specialized instruction by planning for specific expenditures using the IDEA-B and Preschool Stimulus Grants.</p> <ul style="list-style-type: none"> • Utilize a Behavior Data Collection System. • Provide innovative research-based projects. • Improve reading outcomes. • Improve math outcomes. • Provide early intervening services (EIS). • Offer staff development in assessment and programming. • Fund Coordinator of PBIS (EIS). • Add the following positions: <ul style="list-style-type: none"> - Transition Facilitator - Behavior Specialists • Promote and extend the use of technology. 	All Instructional Staff and Leaders; District Special Education Staff	Review 360, System 44, and i-Station; Math Solutions; Staff development; SmartBoard; i-Touch; Computer on Wheels (COWS)	August, 2009 to June, 2010
1A-17	<p>Promote the “Rigor, Relevance, Relationships” theme.</p> <ul style="list-style-type: none"> • Integrate key points from <i>Building Engaged Schools</i> (Gordon and Crabtree) into district initiatives, as needed. • Integrate key concepts from the “Rigor, Relevance and Relationship” Leadership Conference and the Model Schools Conference. • Collaborate with Dr. Bill Daggett of the International Center for Leadership in Education to increase knowledge of and focus on research-based best practices. • Orchestrate a second RRR Leadership Conference to take place at the Berry Center. 	ISC and Campus Administrators; Teacher Leaders	Outside consultants; Title I, Part A	August, 2009 to June, 2010
1A-18	<p>Maintain parent leadership structures that exist at the district and campus level to provide activities and programs that inform and</p>	Campus Leaders,	Campus Newsletters, Reading Connection,	Ongoing from

	involve parents in supporting student achievement in relevant and meaningful ways.	Classroom Teachers, CPOC Committee Members, District Title I Staff	Title I, Part A	August, 2009 to June, 2010
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District Priority: 1B Close the achievement gap between at-risk and non-at-risk students, including limited English proficient, special education, economically disadvantaged, recent enrollees, and/or teen parents/pregnant students.

Formative/Summative Evaluation: Locally-developed Assessments and Texas Assessment of Knowledge and Skills (TAKS), TELPAS

Strategies		Person(s) Responsible	Resources	Timeline
1B-1	<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"> ▪ 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 and respond to assessment results. ▪ Have teachers work in "professional learning communities" to develop and implement plans for closing achievement gaps in their content areas. ▪ Align district and campus target standards to match increasing state and federal standards for performance ratings. ▪ Provide information to administrators to better understand the TAKS passing rates based on Targeted Incremental Growth. ▪ Continue the process to change course-entrance criteria, allowing a larger percentage of students to access above-level classes. ▪ Implement services outlining district support provided to campuses based on campus performance. 	<p>Curriculum Staff, Including Special Populations; Academic Achievement Specialists; Middle School Helping Teachers; Information Services; Research and Planning; Curriculum Coaches; Principals; Department Chairmen; Team Leaders; Teachers</p>	<p>Achievement Monitoring System (AMS) information; State and locally developed reports; Pyramid of Services; Benchmarks and SFAs; Differentiated Instruction; Title I, Part A</p>	<p>August, 2009 to June, 2010</p>

Strategies		Person(s) Responsible	Resources	Timeline
1B-2	Improve at-risk students' chances for success by providing them with extended instructional time.	Principals; Campus At-risk Staff and Committees; Teachers; Library Media Specialists; 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 9 th graders; Title I, Part A	August, 2009 to June, 2010
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 reading. ▪ 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	District curriculum documents created by Curriculum Coaches; READ 180;	August, 2009 to June, 2010

Strategies		Person(s) Responsible	Resources	Timeline
1B-4	<p>Elevate performance of <i>all</i> students who are reading below grade-level—including dyslexic students.</p> <p>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.</p>	<p>Reading Coordinators, Including Special Populations; Campus Administrators; Academic Achievement Specialists; Reading Teachers; SGRI</p>	<p>Achieve 3000 at Middle School; Dyslexia Program (DIP); ISIP; System 44; READ 180; SRI Testing; SPI; Read About; Curriculum Coaches Benchmark and SFA Assessments; Title I, Part A</p>	<p>August, 2009 to June, 2010</p>
1B-5	<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"> ▪ Monitor curriculum expectations, lesson plans, and classroom activities. ▪ Provide teachers with samples and strategies through staff development. 	<p>Coordinators, Curriculum Coaches; Curriculum Specialists; 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, ASCD DI Resources</p>	<p>August, 2009 to June, 2010</p>

Strategies		Person(s) Responsible	Resources	Timeline
1B-6	<p>Prepare learners for real world pursuits.</p> <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. • Encourage post-secondary success by providing students in the High School Laptop Program (HSLP) opportunities to use technology for online submission of assignments, completion of tests, and collaboration. • Categorize elective courses within career clusters, and provide information during the registration process. 	<p>District Curriculum and Counseling Administrators and Staff; District Career and Technology Education Administrators; Counselors; Teachers; Vocational Adjustment Coordinator; Transition and Family Coordinator; Transition Facilitator</p>	<p>Externship opportunities for teachers (A+) Achieve Texas Materials, TEA-developed materials to support new TEKS, National Industry Standards COIN</p>	<p>June, 2010 Fall 2009 – prep materials for spring registration</p>
1B-7	<p>Help all students plan for life beyond graduation.</p> <ul style="list-style-type: none"> • Facilitate connections between adult service agencies and any student with a disability. • 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. • Continue to provide career and college information to secondary campuses through the “Prepare to Dream” initiative. • Expand dual credit offerings, and encourage enrollment. 	<p>Counselors; Teachers; Transition and Family Coordinator; Transition Facilitator</p>	<p>Prepare to Dream materials, Counseling materials</p>	<p>August, 2009 to June, 2010</p>

Strategies		Person(s) Responsible	Resources	Timeline
1B-8	<p>Ensure successful transition for students moving between levels.</p> <ul style="list-style-type: none"> • Prepare students (and their parents) to respond positively to the changes of progressing to a new setting. • Provide parents with information on early childhood. 	Principals; Dir's of Instruction; Counselors; Teachers; Curriculum Staff; Special Ed. Staff	Registration packet; PreK and K informational material; Title I, Part A	August, 2009 to June, 2010
1B-9	<p>Accelerate LEP students' successful acquisition of proficiency in English.</p> <ul style="list-style-type: none"> • Monitor the implementation of the elementary one-way dual-language program at campuses having a bilingual program in grades PreK – 1. • Create additional New Arrival Centers as enrollment warrants. • Provide extended time learning for ELL students. • Continue to implement a reading intervention program in Structured English Immersion (SEI) classes. • Assign LEP students in CTE to reading classes if they have not already passed TAKS. • Provide training to all stakeholders in the English Language Proficiency Standards (ELPS). 	Bilingual/ESL Coordinators; ESL Liaisons; Bilingual and ESL Teachers; Campus Administrators; LPAC Members; Curriculum Staff; Curriculum Coaches; Curriculum Specialists; CTE Administrators	READ 180; Summer school; Reading, math and science camps	August, 2009 to June, 2010
1B-10	<p>Continue implementation of the Response to Intervention (Rtl) model with focus on Tier 1 and refinement of Tier 2.</p> <ul style="list-style-type: none"> • Create Rtl resources for teachers, including materials to augment the “pyramid” diagram and to improve Tier 1 instruction. • Provide staff development. <ul style="list-style-type: none"> - Rtl processes and implementation - Improved Tier 1 instruction • Identify the universal screening and progress-monitoring tools. 	Curriculum and Special Education Staff; Campus Representatives; Elementary/ Secondary Rtl Committee	Professional development for campus leadership; Staff development updates to campus administrators	August, 2009 to June, 2010

Strategies		Person(s) Responsible	Resources	Timeline
1B-11	<p>Improve programs and learning outcomes for students who receive specialized services by implementing the district's plan of action for improvement.</p> <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; Transition Facilitators; Assistive Technology Specialists	District LRE Data; Data on related services such as: Occupational Therapy, Assistive Technology, etc.	August, 2009 to June, 2010
1B-12	<p>Coordinate, integrate, and evaluate programs supported by federal funds and by state and district compensatory funds.</p> <ul style="list-style-type: none"> ▪ Verify current rules and standards. ▪ Submit reports as required. ▪ Focus and enhance the monitoring of identified areas: <ul style="list-style-type: none"> - RHSP and DAP rates of students identified as LEP - LEP Graduation Rates - Graduation rates of students identified as homeless - TAKS pass rates of LEP students in CTE ▪ Assign LEP students in CTE to appropriate remedial classes such as <i>READ 180</i>. ▪ Continue to evaluate impact of SGRI on student success. 	Curriculum Administrators, Including Special Education; Program Coordinators; Counselors; Principals; Campus Staffs; Itinerant Counselors	PBMAS Report; Staff Development for Counselors, Directors of Instruction, and other Campus Administrators; Data validation reports; Title I, Part A	August, 2009 to June, 2010

	Strategies	Person(s) Responsible	Resources	Timeline
1B-13	<p>Continue to provide support to teen parents/pregnant students.</p> <ul style="list-style-type: none"> ▪ Provide special population team meetings in each high school to address academic strengths and weaknesses, as well as achievement discrepancies. The goal for these meetings is to support the students in grades, attendance, and behavior. ▪ Extend nursery hours for teen parents, providing extended instructional time in needed academics. ▪ Provide “Parenting Education for School-aged Parent” course. ▪ Work with students to understand and prevent dating violence ▪ Provide educational instruction to students in their homes after the delivery of their babies, enabling them to return to school with grades and no unexcused absences. 	<p>Teen Pregnancy and Parenting Teacher, Coordinator of Teen Pregnancy/Parenting Program, Youth Service Specialists, Social Workers, Comprehensive Education Home Instruction Coordinator and Teachers</p>	<p>Teen Pregnancy and Parenting materials, CEHI curriculum</p>	<p>August, 2009 to June, 2010</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

Strategies		Person(s) Responsible	Resources	Timeline
1C-1	<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"> ▪ Expand implementation of Positive Behavioral Intervention and Support (PBIS). ▪ Help students gain an understanding of, acceptance of, and appreciation for diversity. 	<p>Dir. of Classroom Management Training; Dir. of Student Svcs.; Asst. Supt. for Secondary Administration; Campus Leaders; Teachers; Counselors</p>	<p>Achievement Monitoring System, Cognos-AMS reports, PBIS staff</p>	<p>August, 2009 to June, 2010</p>
1C-2	<p>Provide effective and appropriate instruction about the hazards of substance abuse.</p> <p>Conduct screenings.</p>	<p>Curriculum Staff, Including Special Populations; Teachers of Health and Physical Education; Coaches; Counselors</p>	<p>Student Services Department</p>	<p>August, 2009 to June, 2010</p>

Strategies		Person(s) Responsible	Resources	Timeline
1C-3	<p>Provide a Coordinated School Health Program.</p> <p><i>For grades K-5:</i></p> <ul style="list-style-type: none"> Participate in the “CATCH” program. <p><i>For grades 6-7-8:</i></p> <ul style="list-style-type: none"> Implement SPARK and Healthy and Wise Programs 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	CATCH Program; SPARK Program, Healthy and Wise Program	August, 2009 to June, 2010
1C-4	<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"> 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. 	Dir. for Guidance and Counseling; Principals; Campus administrators	Guidance and Counseling Department	August, 2009 to June, 2010
1C-5	<p>Address issues related to education about and prevention of dating violence as required by HB 121.</p> <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; Dir. for Guidance and Counseling; Principals; Campus Administrators; Counselors; Health teachers	Guidance and Counseling Department, Department of Student Services	August, 2009 to June, 2010

Strategies		Person(s) Responsible	Resources	Timeline
1C-6	<p>Increase teacher, student, and parent awareness of issues regarding sexual abuse of children, as required by HB 1041.</p> <ul style="list-style-type: none"> ▪ Review curricula to identify existing instruction on this topic, and add objectives as warranted. ▪ Provide training for staff. ▪ Continue involving and informing parents via meetings, letters, and internet postings. 	Curriculum administrators; Dir. for Guidance and Counseling; Principals; Campus Administrators; Counselors; Health Teachers; Nurses	Guidance and Counseling Department, Department of Student Services	August, 2009 to June, 2010

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

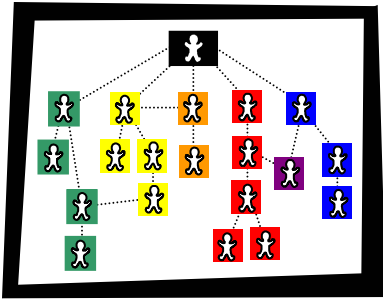
Strategies		Person(s) Responsible	Resources	Timeline
1D-1	<p>Decrease discipline placements that result in students being coded as absent, such as in-home suspension.</p> <ul style="list-style-type: none"> ▪ Work with campus administrators to design alternative discipline measures. ▪ Intensify investigative efforts in locating students who are no longer attending school. ▪ Increase the number of home visits. ▪ Share strategies with assistant principals and attendance officers. 	Principals; Campus Staff and Administration; Student Svcs.; Attendance Officers; Nurses; Campus staff	Department of Student Services, Campus staff	August, 2009 to June, 2010
1D-2	<p>Foster students' sense of belonging and desire to attend school regularly.</p> <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	Career-based student organization resources	On-going through June, 2010
1D-3	<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"> ▪ Conduct TAKS classes for students who have sufficient credits to graduate but still need to pass the state assessments. ▪ Research the best practices, and implement the most promising programs. ▪ Use self-paced computer-based instruction for credit recovery and TAKS preparation in all high schools. 	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, 2009 to June, 2010

Strategies		Person(s) Responsible	Resources	Timeline
1D-4	<p>Create a culture that encourages students to pursue postsecondary studies.</p> <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. ▪ Continue with year two of the three-year pilot of the “Preparing to Dream” program at Cypress Lakes, Watkins, and Thornton. ▪ Include college and career readiness initiatives in the campus improvement process to strengthen focus. ▪ Implement college and career standards. 	ISC staff; Principals; Counselors; Administrative Teams; Teachers	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, 2010 Feb. 2010 and June 2010

Grant Sources/Titles as of December 7, 2009

<u>Grant Sources</u>	<u>Funds Available in 2009-2010</u>
ARRA Title XIV State Fiscal Stabilization	\$41,922,121
Special Education ARRA/Stimulus	
• IDEA-B Formula	\$19,230,592
• IDEA-B Preschool	\$496,995
Optional Extended Year (OEYP)	\$317,600
Special Education IDEA-B Discretionary (Deaf)	\$68,126
NCLB Cons Federal ARRA/Stimulus	
• Title I, Part A	\$8,071,232
• Title II, Part D	\$252,098
NCLB Consolidated Federal	
• Title I, Part A	\$11,507,817
• Title II, Part A	\$1,922,773
• Title II, Part D	\$103,231
• Title III, Part A LEP	\$2,666,439
• Title III, Part A Immigrant	\$600,736
• Title IV, Part A	\$265,464
Life Skills Program for Student Parents	\$186,184
Special Education Consolidated	
• IDEA-B Formula	\$15,992,234
• IDEA-B Formula (Deaf)	\$51,682
• IDEA-B Preschool	\$517,830
• IDEA-B Preschool (Deaf)	\$7,406

Title I, Part C Carl D Perkins Career and Technical Education Act	\$648,893
Student Success Initiative (Reading/Math)	\$643,950
HEDA	\$251,965
TEXSHEP	\$313,890
TXHEARRA	\$185,787
State Compensatory Education	\$41,142,068
Houston A+ Endowment (Preparing to Dream) 2009-10	\$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.
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	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; Human Resources; Student Svcs.	Ongoing	Board-approved enhancements to 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. Continue the DATE grant, which provides teacher incentives for student achievement, at high-needs campuses.	Human Resources; 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	Ongoing	Number of student-teachers in the district

	Activities: Attracting, Developing, & Retaining Quality Staff	Person(s) Responsible	Timeline	Data/ Documentation
2A-4	Collect and utilize data to monitor closely the attrition rate for each campus.	Human Resources	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	Ongoing	Learning Plans on CFLMS
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, 2009	Participant list and reports of retention data
2A-7	Implement and enhance initiatives to increase the pool of quality administrative applicants such as Leadership Academy II for current campus administrators.	Human Resources; CISA	September – May, 2010	Agendas, 360 ^o Profiles, Promotions from LA II
2A-8	Increase the number of student teachers by 5% annually.	Human Resources	Ongoing	Interviews, university and campus visits
2A-9	Acquire online screening tools such as <i>TeacherInsight</i> and Web interviewing to increase the pool of quality teacher applicants.	Human Resources	Within 1 year	Implementation of systems
2A-10	Continue to support “grow our own” initiatives such as the following programs offered to high school students. <ul style="list-style-type: none"> - Ready, Set, Teach! - Native Speakers Spanish classes - Early Childhood Professions (ECP) 	Human Resources	Ongoing	Agendas; enrollment records for programs mentioned

	Activities: Attracting, Developing, & Retaining Quality Staff	Person(s) Responsible	Timeline	Data/ Documentation
2A-11	Obtain and implement an effective applicant tracking system to increase efficiency within the Human Resources Department.	Human Resources; Technology Svcs.	Within 1 year	Implementation of system
2A-12	Collaborate with and support the curriculum staff to develop training for paraprofessionals and teachers.	Human Resources	Ongoing	Avatar listings
2A-13	Be responsive to the needs of applicants and department and campus leaders.	Human Resources	Ongoing	Survey
2A-14	Create and implement a “pyramid of services” for campus staffing.	Human Resources	Ongoing	Feedback from principals
2A-15	Provide specialized mentoring and induction for beginning teachers at targeted campuses through the Beginning Teacher Induction and Mentoring (BTIM) programs.	Coordinator of Staff Development Title I	Ongoing	Time sheets; observation forms, program activity grids; share session attendance sheets

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.
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	Activities: Safe and Disciplined Environment	Person(s) Responsible	Timeline	Data/ Documentation
2B-1	Continue to research the best methods for preventing substance abuse and violence.	Guidance and Counseling; Student Svcs.; Safe and Drug Free Schools	Ongoing	Student surveys; strategies implemented; Middle and high school curricula
2B-2	Increase student and staff training in anger- and aggression-management strategies, bullying, conflict resolution, and <i>Building Better Relationships: Classroom Management in CFISD</i> .	Student Svcs.; Classroom Management Trainers; Guidance and Counseling	Ongoing	Staff development catalog; School agendas; Newsletters; Resources on district Web site
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. Utilize "Cy-Fair Sam" mascot character to reinforce and support appropriate classroom behavior and overall school safety.	Student Svcs.; Campus Administrators; Classroom Management	Ongoing	Agendas; Newsletters; Campus data; Behavior Intervention Plans; CFTV

	Activities: Safe and Disciplined Environment	Person(s) Responsible	Timeline	Data/ Documentation
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 Svcs.; Campus Administrators; Security; School Svcs.	Ongoing	Written plans; audits; Training agendas; Board reports
2B-5	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.	Student Svcs.; District PBIS Leadership Team	Ongoing	Discipline/TAKS Reports; Safe and Drug-Free Schools 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.
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	Activities: Parent Communication	Person(s) Responsible	Timeline	Data/ Documentation
3A-1	<p>Promote new opportunities for global volunteerism, and encourage more parent involvement by families of all cultures.</p> <ul style="list-style-type: none"> - Maintain the “VIPS TAG Team” (Targeting Achievement Globally) program, involving special-trained global volunteers assigned to work on science teams with curriculum coaches, curriculum coordinators, and teachers on designated campuses. - Have members of the Multicultural Committee identify two family-involvement challenges and develop strategies for addressing each issue. Distribute these strategies to all schools. - Develop strategies to increase participation in the Superintendent’s Hispanic Parent Advisory Committee by an average of 10 parents per meeting. 	<p>Assoc. Supt. Facilities, Planning, and Community Relations; Dir. of Partners in Education; Coordinator Elementary Science; VIPS Multicultural Committee</p>	<p>Fall, 2009; ongoing</p>	<p>Agendas; Record of VIPS service hours; Newsletter data; Sign-in sheets; E-mails; Documents</p>

	Activities: Parent Communication	Person(s) Responsible	Timeline	Data/ Documentation
3A-2	<p>Expand the use of technology to communicate volunteer and business partnership information to parents and the community; to recruit, collect, and record volunteer data; and to solicit contributions needed by schools and by the district.</p> <ul style="list-style-type: none"> - Implement online documentation of donations - Implement an online contribution request process (campus “wish lists”) - Increase Global database by 300 volunteers 	Dir. Partners in Education; Help Desk Mgr; Internal Auditor; Assoc. Supt. Facilities, Planning, and Community Relations	Fall, 2009; ongoing	Records; Virtual Volunteer data; District Web site

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 B.E.S.T. Committee to address specific district and campus needs as they occur and are requested. - Add five businesses/organizations to the Bus Buddies program.	Dir. Partners in Education	Fall, 2009; ongoing	Reports; Presentations; Agendas; News articles
3B-2	Promote mentor training in area businesses, and provide additional training to increase the number of trained mentors by 200.	Dir. Partners in Education; Mentor Liaisons	Fall, 2009; ongoing	Sign-in sheets; Training flyers; Press releases
3B-3	Partner “global” volunteers with a business “Adopt-a-School” program, and use these joint resources on campuses having high percentages of at-risk students. - Increase the “Adopt-a-School” participants by 3. - Increase the number of global volunteers by 300.	Dir. Partners in Education; Principals; VIPS and PIE Liaisons	Fall, 2009; ongoing	Sign-in sheets; Meeting flyers; Notes; Agendas
3B-4	Reach out to the community and establish 20 new partnerships to provide additional support to campuses.	Dir. Partners in Education	Fall, 2009; ongoing	Notes; Agendas; PIE reports

	Activities: Business Partnerships	Person(s) Responsible	Timeline	Data/ Documentation
3B-5	Develop private and corporate partnership resources for PIE liaisons and campus administrators to benefit schools seeking additional funding. <ul style="list-style-type: none"> - Corporate giving - Corporate and private grant opportunities 	Dir. Partners in Education	Fall, 2009; ongoing	PIE report; PIE agenda; Corporate Giving Resource List; Newsletter

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	Expand and rename the CLC-81 group to establish a committee known as Leadership Cy-Fair, a pool of community members who will be educated about district issues and prepared to serve in leadership roles on additional district committees and in other capacities.	Assoc. Supt. Governmental Relations and Communication; Asst. Supt. Communication	2009-2010	Meeting agendas
3C-2	Increase publication of <i>The Connection</i> , the digital employee newsletter, from once a month to once a week so that employees receive more frequent updates and news about CFISD.	Dir. Communication; Asst. Supt. Communication	2009-2010	Weekly issues of <i>The Connection</i>
3C-3	Implement a standardized format for employee Web pages to increase communication between school and home regarding student work and academic progress.	Dir. Instructional Technology; CFISD Webmaster; Assoc. Supt. Technology and School Svcs.; Asst. Supt. Communication	2009-2010	Employee Web pages on <i>schoolwires</i>

	Activities: Communications	Person(s) Responsible	Timeline	Data/ Documentation
3C-4	Publish <i>Inside Cypress-Fairbanks ISD</i> as an e-newsletter with a distribution to more than 20,500 parents and patrons.	Dir. Communication; Communication Specialist, Coordinator Video and Photography Svcs.; Asst. Supt. Communication	2009-2010	Issues of <i>Inside Cypress-Fairbanks ISD</i>
3C-5	Increase communication via CFTV.	District Support Team; Coordinator Media Technology		



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 and Revenue	Person(s) Responsible	Timeline	Data/ Documentation
	Business Services			
4A-1	Contract with consulting company WCL, Inc. to review the operations of certain departments and identify areas for efficiencies and cost savings. <ul style="list-style-type: none"> - Transportation - Maintenance - Custodial operations - Warehouse distribution - Construction - Federal programs 	Assoc. Supt. Business and Financial Svcs.	December, 2009	Report from WCL
4A-2	Contract with the Texas Association of School Boards to conduct an in-depth staffing review to identify opportunities and strategies for reducing current costs, avoiding future costs, and/or improving the distribution and utilization of current staff resources.	Supt.; Assoc. Superintendents	December, 2009	TASB Summary of Findings/ Recommendations

	Activities: Efficiency and Revenue	Person(s) Responsible	Timeline	Data/ Documentation
4A-3	Maintain an underlying bond rating of Aa3 from Moody's Investor Services, AA- from Fitch Ratings, and AA from Standard and Poors.	Assoc. Supt. Business and Financial Svcs.	July, 2010	Ratings reports
4A-4	Earn the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA) of the United States and Canada.	Asst. Supt. Financial Svcs.	February, 2010	Certificate
4A-5	Earn the Certificate of Excellence in Financial Reporting from the Association of School Business Officials	Asst. Supt. Financial Svcs.	February, 2010	Certificate
4A-6	Provide funding for facilities, technology, buses, and program needs by selling bonds as evidenced by the completion of the bond sale	Assoc. Supt. Business and Financial Svcs.	August, 2010	Bond proceeds
	Distribution Center			
4A-7	Improve weekly inventory accuracy by 5%.	Mgr. Distribution Center; Asst. Dir. Purchasing Svcs.	January, 2010	Distribution Center Web page
4A-8	Complete the Distribution Center's Intranet Web page.	Mgr. Distribution Center; Asst. Dir. Purchasing Svcs.	June, 2010	Weekly inventory; Pentamation reports

	Activities: Efficiency and Revenue	Person(s) Responsible	Timeline	Data/ Documentation
	Electronic Repair Center			
4A-9	Provide an intranet-based source of data and technical support designed for the needs of the Repair Department.	Mgr. Electronic Repair Center	June, 2010	Program implementation
4A-10	Decrease department gasoline usage by 5% by adding efficiencies to routes and repair calls.	Mgr. Electronic Repair Center	June, 2010	Budget
	Facilities Planning and Construction			
4A-11	Evaluate and implement computer power-management software for electricity cost reductions and efficiencies.	Assoc. Supt. Facilities, Planning, and Community Relations; Asst. Supt. Facilities and Construction; Dir. Facilities Planning and Energy Management; Energy Mgr.	Ongoing	Reduced costs

	Activities: Efficiency and Revenue	Person(s) Responsible	Timeline	Data/ Documentation
4A-12	Expand use of CenterPoint Energy's Retro Commissioning Program to maximize energy efficiencies.	Assoc. Supt. Facilities, Planning, and Community Relations; Asst. Supt. Facilities and Construction; Dir. Facilities Planning and Energy Management; Energy Mgr.	Ongoing	Plan implementation
4A-11	Pursue electricity rebate programs funded from CenterPoint and other entities for implementation of energy retrofit projects/operating system procedures to increase energy efficiency with a goal of receiving \$100,000.	Assoc. Supt. Facilities, Planning, and Community Relations; Asst. Supt. Facilities and Construction; Dir. Facilities Planning and Energy Management; Energy Mgr.	Ongoing	Rebates received; Implementation of retrofit projects

	Activities: Efficiency and Revenue	Person(s) Responsible	Timeline	Data/ Documentation
	Finance			
4A-13	Complete training and implementation of online purchase orders for all remaining departments.	Asst. Supt. Financial Svcs.; Accountant; Information Svcs.	June, 2010	Training guide; Attendance rosters
4A-14	Develop and implement financial training for key groups. - First-time principals - Secretaries - Principals and department heads	Asst. Supt. Financial Svcs.	December, 2009- February, 2010	Training guides; Attendance rosters
4A-15	Create a business office procedure manual, and post it on Inside CFISD.	Asst. Supt. Financial Svcs.	June, 2010	Manual
4A-16	Inform and survey all eligible employees about consumer-driven insurance plans. Implement any insurance plan changes based on employee input.	Asst. Supt. Business Svcs.; Risk Analyst; Risk Mgr.; Survey Team	September 30, 2010	New medical plans
	Food Service Department			
4A-17	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. Food Svcs.; Mgr. Food Production; Coordinator Child Nutrition Education	June, 2010	Federal reimbursement reports

	Activities: Efficiency and Revenue	Person(s) Responsible	Timeline	Data/ Documentation
4A-18	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. Food Svcs.; Mgr. Food Production; Coordinator Child Nutrition Education	June, 2010	Financial statements
	General Administration			
4A-19	Pursue additional advertising revenue opportunities.	Assoc. Supt. Facilities, Planning, and Community Relations; Asst. Supt. Support Svcs.	Ongoing	Revenue reports
4A-20	Implement an environmentally responsible program to dispose of electronic waste at no charge to the district by contracting with Houston Computer Recycling company.	Dir. General Administration	2009-2010	Green certificates of disposal for waste items
4A-21	Reduce the cost of capital outlay expenditures by reissuing available surplus furniture and equipment across the district.	Dir. General Administration	2009-2010	Pickup and delivery records
4A-22	Continue revision of the current records-retention schedules for all departments by posting the new schedules on the intranet, along with procedural information for records storage, retrieval, and destruction.	Dir. General Administration; Mgr. Facilities Use and Records	2009-2010	Intranet records schedule

	Activities: Efficiency and Revenue	Person(s) Responsible	Timeline	Data/ Documentation
4A-23	Increase Berry Center revenue 20% by scheduling more income-generating events, which could affect the percentage of district events.	Assoc. Supt. Facilities, Planning, and Community Relations; General Mgr. Berry Center	2009-2010	Revenue and usage reports
4A-24	Contract with an outside consultant to review and make recommendations about the Berry Center operations.	Assoc. Supt. Facilities, Planning, and Community Relations	Spring, 2010	Consultant report
4A - 25	Renew all scoreboard advertisements for three years.	Assoc. Supt. Facilities, Planning, and Community Relations; General Mgr. Berry Center	2009-2010	Contracts for ad space
	Mail Center			
4A-26	Increase postage savings on United States Postal Service mailings by \$45,000.00	Mgr. Distribution Center; Mail Service Supervisor	June, 2010	Monthly review of budget
4A-27	Complete the Mail Service intranet Web page.	Mgr. Distribution Center; Mail Service Supervisor	June, 2010	Web page created

	Activities: Efficiency and Revenue	Person(s) Responsible	Timeline	Data/ Documentation
	Maintenance			
4A-28	Implement a cross-training program between the Maintenance and Grounds Departments to create additional capacity of skilled responders for emergency situations (example: building flooding).	Dir. Maintenance	Ongoing	Training rosters; Staff deployed in such cases
4A-29	Evaluate electronic work order systems, and select a new one to implement.	Dir. Maintenance	June, 2010	New system in place
4A-30	Network with surrounding school districts to enhance the efficiency of the maintenance department.	Dir. Maintenance	Ongoing	Procedural changes; Enhanced efficiencies
4A-31	Evaluate results of the Benchmark4Excellence study, and implement appropriate strategies for cost efficiency.	Dir. Maintenance	June, 2010	Identified strategies; Improved cost efficiencies
	Operations			
4A-32	Implement a microfiber system for improving efficiency and reducing supply and labor costs.	Operations	May, 2010	System installed
4A-33	Reduce labor cost by \$500,000.	Operations	May, 2010	Costs reduced
	Print Center			
4A-34	Rearrange production areas after completion of the facility's renovation to achieve efficiencies of printing workflow, improving the total amount of time required to complete work orders.	Mgr. Print Center	June, 2010	Improved completion times
4A-35	Review forms with end users, and standardize a minimum of 10 forms to help reduce cost of commonly used forms.	Mgr. Print Center	June, 2010	Revised forms

	Activities: Efficiency and Revenue	Person(s) Responsible	Timeline	Data/ Documentation
	Purchasing Department			
4A-36	Limit the length of time a stock item is on backorder to a maximum of two weeks.	Dir. of Purchasing	June, 2010	Pentamation reports
4A-37	Evaluate, select, and implement an electronic bidding software package.	Dir. of Purchasing	June, 2010	Software reviews
	Special Services and Safety			
4A-38	Maintain the 100% compliance record by continuing to educate campus personnel in fire and life safety to reduce the number of inspection deficiencies.	Sr. Dir. Special Svcs.	July, 2010	Fire Marshal inspections
4A-39	Increase the amount of recyclable materials (aluminum and steel cans, and cardboard) collected by the district's Recycling Center.	Sr. Dir. Special Svcs.	June, 2010	Recycling records
4A-40	Increase the tonnage of recyclable paper collected at campuses by 5%.	Sr. Dir. Special Svcs.	June, 2010	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."	Sr. Dir. Special Svcs.	July, 2010	Workers' Compensation records
4A-42	Continue to reduce worker injuries in the Maintenance and Operations Departments through specialized training.	Sr. Dir. Special Svcs.	July, 2010	Workers' Compensation records
4A-43	Continue to assist the Transportation Department in recruiting new drivers by providing quality childcare services.	Sr. Dir. Special Svcs.	July, 2010	Enrollment records
4A-44	Remove all remaining asbestos-containing floor tiles from district facilities.	Sr. Dir. Special Svcs.	August, 2010	EPA and TDH records
	Technology Services			

	Activities: Efficiency and Revenue	Person(s) Responsible	Timeline	Data/ Documentation
4A-45	Implement a curriculum management system as part of the Achievement Management System.	CISA; Technology Svcs.	May, 2010	System implemented
4A-46	Implement a video content management and delivery system.	Technology Svcs.	May, 2010	System installed
4A-47	Implement an online forms system, focusing first on the following two areas of recordkeeping. - Labor reporting (time sheets) - Absence from duty	Business Svcs.; Human Resources; Technology Svcs.	May, 2010	System installed
4A-48	Implement Parent Portal.	Technology Svcs.	October, 2010	System installed
4A-49	Install update to <i>Pinnacle Grade</i> online grade-book software.	Technology Svcs.; Campuses	2009-2010	System installed
4A-50	Implement the High School Laptop Project as specified in the 2007 bond referendum by issuing a laptop computer to each 11 th -grade student enrolled in the U.S. History course, providing these students with wireless internet access for completing assignments, collaborating online, and conducting Web-based research.	CISA; High School Campuses; Technology Svcs.	2009-2010	Project implemented
4A-51	Implement wireless networking capability in secondary schools.	Technology Svcs.	December, 2010	System installed
4A-52	Implement document imaging in the Insurance Department.	Technology Svcs.; Business Svcs.	May, 2010	System installed
	Transportation			
4A-53	Expand implementation of AngelTrax to include all remaining buses.	Transportation	May, 2010	Systems installed
4A-54	Evaluate alternate fuel systems for buses, and determine an optimal strategy for implementation.	Transportation	May, 2010	Recommendation

**Priority
4B**

Promote action that will address state funding problems.

	Activities: State Funding Issues	Person(s) Responsible	Timeline	Data/ Documentation
4B-1	<p>Advocate for stakeholders by joining forces with like-minded districts to promote legislative decisions, SBOE rulings, TEA policies, etc., that will generate positive results for the programs and finances of Cypress-Fairbanks. Organizations include the following examples.</p> <ul style="list-style-type: none"> - Texas School Alliance - Fast-growth Schools Coalition - TASA/TASB 	<p>Supt.; Assoc. Supt. Business and Financial Svcs.; Assoc. Supt. Governmental Relations and Communications; Assoc. Supt. Facilities, Planning, and Community Relations</p>	<p>2009-2010</p>	<p>Record of membership and activities</p>

	Activities: State Funding Issues	Person(s) Responsible	Timeline	Data/ Documentation
4B-2	Educate stakeholders regarding the district's current funding status, including the short-term and long-term financial implications attributable to various legislative actions. <ul style="list-style-type: none"> - District employees - Community members - Government officials (at local, state, and federal levels) 	Supt.; Assoc. Supt. Curriculum and Instruction and School Administration; Assoc. Supt. Human Resources and Student Svcs.; Assoc. Supt. for Technology and School Svcs.; Assoc. Supt. Governmental Relations and Communications; Assoc. Supt. Business and Financial Svcs.; Assoc. Supt. Facilities, Planning, and Community Relations	2009-2010	Letters; Web pages; Publications; Meeting agendas; Video presentations; Questions/ responses

	Activities: State Funding Issues	Person(s) Responsible	Timeline	Data/ Documentation
4B-3	Solicit input from the community to ascertain stakeholders' preferences for budget reductions.	Supt.; Assoc. Supt. for Curriculum and Instruction and School Administration; Assoc. Supt. Governmental Relations and Communications; Assoc. Supt. Facilities, Planning, and Community Relations	September-October, 2010	Survey responses from community

	Activities: State Funding Issues	Person(s) Responsible	Timeline	Data/ Documentation
4B-4	Cooperate with the Leadership Cy-Fair committee as it conducts a review of community input to formulate recommendations for prioritizing budget reductions.	Supt.; Assoc. Supt. Curriculum Instruction and School Administration; Assoc. Supt. Human Resources and Student Svcs.; Assoc. Supt. Technology and School Svcs.; Assoc. Supt. Governmental Relations and Communications; Assoc. Supt. Business and Financial Svcs.; Assoc. Supt. Facilities, Planning, and Community Relations	September, 2009- February, 2010	Meeting agendas; Recommendation s document

**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.	Assoc. Supt. Facilities, Planning, and Community Relations; Asst. Supt. Facilities and Construction	2009-2010	Approved contracts; Reports to Board of Trustees; Bond Steering Committee update meetings
4C-2	Reorganize the Facilities and Construction Department to increase effectiveness and quality control.	Assoc. Supt. Facilities, Planning, and Community Relations; Asst. Supt. Facilities and Construction	December, 2009	Approved department reorganization plan with staff implementation

	Activities: Facilities	Person(s) Responsible	Timeline	Data/ Documentation
4C-3	Evaluate options for an online construction management software system to improve cost efficiencies of the department and its projects.	Assoc. Supt. Facilities, Planning, and Community Relations; Asst. Supt. Facilities and Construction; Dir. Facilities Planning and Energy Management	June, 2010	Resources/ Options reviewed, improved, and implemented
4C-4	Develop revisions to contracts and/or agreements for architectural services, construction contracts, and any miscellaneous services to facilitate the design and construction of projects included in the 2004 and 2007 bond authorizations.	Assoc. Supt. Facilities, Planning, and Community Relations; Asst. Supt. Facilities and Construction	March, 2010	Revised contracts
	Planning and Research			
4C-5	Engage Dr. Robert Stein to conduct the interactive Voice Response Public Opinion Survey.	Sr. Dir. Planning, Research, and Evaluation	Annual	Report of results from Dr. Stein