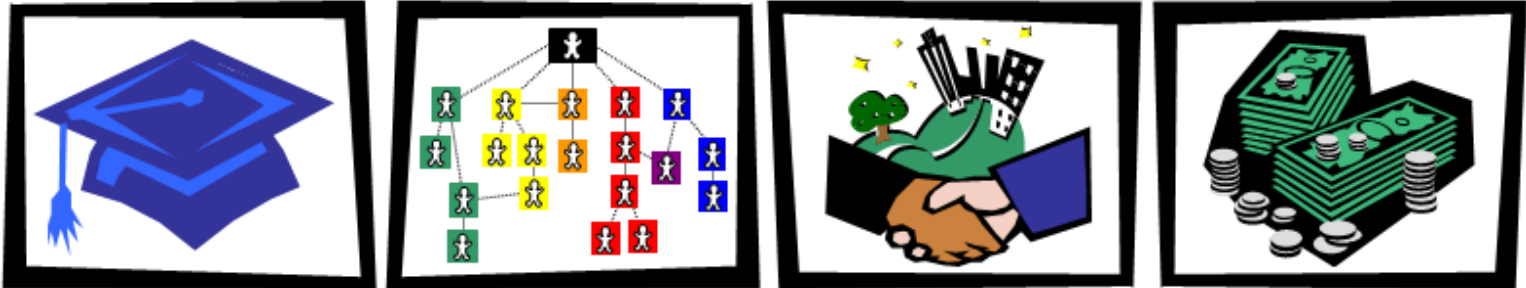


District Improvement Plan



Priorities for 2010-11 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

2010-11 Comprehensive Needs Assessment

Cypress-Fairbanks Independent School District is the third largest public school district in the state of Texas. CFISD has 11 high schools, 16 middle schools, 52 elementary schools, and 4 special campuses. As of November 29, 2010 the district employed 6,628 campus teachers, 2,037 campus paraprofessionals, and 1,284 campus/district administration and administrative support personnel. The student population is 42% Hispanic/Latino, .3% American Indian/Alaska Native, 8% Asian, 16% Black or African American, .08% Native Hawaiian or Other Pacific Islander, 31% White, 2% Two or More Races, and 45% Economically Disadvantaged. The mobility rate for the district is 13.6.

In accordance with the Texas state legislative requirements, the district staff conducted a comprehensive needs assessment for the 2010-11 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 2010 Texas Assessment of Knowledge and Skills (TAKS), locally-developed assessments, discipline, attendance, and teacher retention data.

A student group with fewer than eighty-five percent of students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, best practices will be used to address the following priority areas of need: Mathematics (African American: 79%, Hispanic 84% and Economically Disadvantaged 82%) and Science (African American 81%, Hispanic 83%, and Economically Disadvantaged 81%). Goal 1 of the District Improvement Plan delineates a variety of research-based strategies are used to address the areas of need. The majority of these strategies provide support in the area of reading/English Language Arts to all student groups (including Limited English Proficient) to continue the district's high level of success in this content area, in the areas of math and science to continue to increase student academic achievement, and in the area of professional development via Differentiated Instruction to support high quality teaching and learning.

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 2010-11 school year. Additionally, strategies will be used to improve the attendance rate for all student groups including Hispanic/Latino (96.8%), American Indian/Alaska Native (96.5%), Asian(98.2%), Black or African American (97%), Native Hawaiian or Other Pacific Islander (95.6%), White (97%), Two or More Races (97.2%) and Economically Disadvantaged (96.7%). Strategies will also be used to increase teacher retention in the district.

Sources:

Number of Campuses: Internal Calculations

Number of Employees: Cognos-AMS: Active Employees

Student Demographics: Cognos-AMS: District-Enrollment by Special Population

Mobility: 2010 Academic Excellence Indicator System

TAKS Student Groups: 2010 Academic Excellence Indicator System

Discipline Incidents: Cognos-AMS: District-YTD Infraction Counts by Grade Level

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

**Cypress-Fairbanks Independent School District
2010-11 District Improvement Plan**

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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.

	2010-11 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) <ul style="list-style-type: none"> • AMAO1: One year's progress in one year • AMAO2: "Advanced High" level attained 	>= 45% >= 12% (1-4 Years) and >=20% (5+ Years)
Commended Performance status on TAKS	>= 30%
Participation in state assessments (Reading and Math Only; AYP Indicator)	>= 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	>= 65%
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 AND	>= 15%
% at or above criterion	>= 50%
College Ready Graduates	>= 35%

Overview of AEIS Objectives: Dropout/Completion Rate	2010-11 Criteria for Exemplary or GPA
State Indicators	
Attendance rates	
District	≥ 96%
Elementary	≥ 97%
Middle School	≥ 96%
High School	≥ 95%
Dropout Rate (grades 7-8)	≤ 1.8%
Completion Rate I ('04-'05 cohort = Class of 2008; sum of graduates + continuers)	≥ 95%

TAKS Met 2010 Standard (Sum of All Grades Tested, Includes TAKS (Accommodated))
(Standard Accountability Indicator)

	Reading/ELA				Mathematics				Writing				Science				Soc Studies			
	CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
ALL	91%	93%	88%	90%	85%	88%	80%	84%	92%	96%	92%	93%	85%	89%	78%	83%	96%	98%	93%	95%
African Am	87%	90%			74%	79%			89%	94%			73%	81%			93%	96%		
Hispanic	86%	90%			80%	84%			90%	94%			77%	83%			93%	96%		
White	96%	97%			93%	95%			95%	97%			94%	96%			99%	99%		
Male	90%	92%			85%	88%			89%	94%			87%	91%			96%	98%		
Female	93%	94%			86%	88%			95%	98%			83%	88%			96%	98%		
Special Ed	64%	74%			56%	66%			66%	78%			54%	68%			83%	90%		
Econ Disad	84%	88%			77%	82%			88%	93%			74%	81%			92%	96%		
LEP	66%	73%			71%	77%			79%	86%			49%	60%			72%	83%		
At-Risk	79%	84%			65%	73%			82%	90%			62%	73%			90%	94%		

NOTE: Gray cells will be updated as soon as the data are available.

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

	Reading/ELA				Mathematics				Writing				Science				Soc Studies			
	CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
ALL	38%	39%	31%	33%	35%	36%	28%	29%	34%	35%	33%	33%	35%	38%	26%	28%	58%	61%	44%	47%
African Am	26%	28%			18%	20%			23%	26%			18%	21%			40%	43%		
Hispanic	25%	27%			24%	26%			21%	23%			22%	26%			43%	48%		
White	50%	52%			46%	48%			46%	46%			49%	51%			74%	75%		
Male	34%	35%			36%	37%			27%	29%			39%	42%			62%	64%		
Female	41%	42%			34%	35%			41%	41%			31%	33%			54%	57%		
Special Ed	12%	14%			13%	15%			9%	10%			14%	15%			21%	26%		
Econ Disad	22%	25%			22%	23%			18%	21%			20%	24%			39%	43%		
LEP	11%	14%			18%	21%			6%	5%			8%	11%			12%	13%		
At-Risk	13%	15%			10%	14%			7%	10%			8%	12%			23%	30%		

NOTE: Gray cells will be updated as soon as the data are available.

College Readiness Indicators

	Advanced Course/Dual Enrollment Completion				RHSP/DAP Graduates			
	CFISD		TEXAS		CFISD		TEXAS	
	2007-08	2008-09	2007-08	2008-09	Class of 2008	Class of 2009	Class of 2008	Class of 2009
ALL	34.2%	39.9%	23.1%	24.6%	71.2%	76.3%	81.4%	82.5%

College Readiness Indicators AP/IB Results (2009)

	Tested				Examinees >= Criterion				Scores >= Criterion			
	CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
ALL	18.9%	19.4%	20.9%	21.2%	71.8%	71.8%	50.1%	51.2%	67.5%	65.8%	46%	47.4%

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

	Eng Lang Arts				Mathematics			
	CFISD		TEXAS		CFISD		TEXAS	
	2009	2010	2009	2010	2009	2010	2009	2010
ALL	70%	67%	63%	60%	71%	71%	62%	66%

College-Ready Graduates

	Eng Lang Arts				Mathematics			
	CFISD		TEXAS		CFISD		TEXAS	
	Class of 2008	Class of 2009	Class of 2008	Class of 2009	Class of 2008	Class of 2009	Class of 2008	Class of 2009
ALL	66%	70%	59%	62%	66%	70%	58%	60%

	Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)				Completion Rate I (w/o GED) (Standard Accountability Indicator)			
	CFISD		TEXAS		CFISD		TEXAS	
	2007-08	2008-09	2007-08	2008-09	Class of 2008	Class of 2009	Class of 2008	Class of 2009
ALL	0.1%	0.1%	0.3%	0.3%	95.8%	96.3%	88%	89.2%

SAT/ACT Results

	Tested				At/Above Criterion				Average SAT Score				Average ACT Score			
	CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS		CFISD		TEXAS	
	Class of 2008	Class of 2009	Class of 2008	Class of 2009	Class of 2008	Class of 2009	Class of 2008	Class of 2009	Class of 2008	Class of 2009	Class of 2008	Class of 2009	Class of 2008	Class of 2009	Class of 2008	Class of 2009
ALL	71.4%	62.8%	65%	61.5%	35.4%	36%	27.2%	26.9%	1029	1035	987	985	21.8	22.0	20.5	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 Achieve 3000 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. - Implement commended performance standards to establish expectations for students and to use reports for guiding instruction. - Encourage more non-fiction reading. 	Curriculum Coordinators; Curriculum Coaches/ Specialists; Reading/ELA Teachers; Campus Leaders	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; Title III	August, 2010 to June, 2011
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. 	Curriculum Coordinators; Curriculum Coaches/ Specialists; Reading/ELA Teachers; Campus Leaders	Reading Symposium; ASCD Differentiation Team; READ 180; Achieve 3000; System 44; i-Station; WYNN; Scholastic Reading Inventory; Scholastic Phonics Inventory; Staff development; Title I, Part A, Title III	Summer, 2010 June, 2011

Strategies	Person(s) Responsible	Resources	Timeline
<p>1A-3 Improve writing skills of elementary and secondary students.</p> <ul style="list-style-type: none"> - Train curriculum coaches in appropriate and effective implementation of differentiation. - 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 for classroom instruction, assessment/scoring of student writing, and as a focus for staff development with new teachers. - Implement commended performance standards to establish expectations for students and to use reports for guiding instruction. - Provide content area writing prompts which reinforce writing essays. 	<p>Curriculum Coordinators; Curriculum Coaches/ Specialists; Reading/ELA Teachers; Campus Leaders</p>	<p>Staff development; ASCD Differentiation Team; Elementary Writing Training; Just Write (Writing Symposium); Six Traits of Writing Model; 4th gr. written composition; TAKS rubric; Elementary Writing Units of Study; Title I, Part A</p>	<p>Summer and Fall, 2010 June, 2011</p>
<p>1A-4 Improve achievement in elementary math.</p> <ul style="list-style-type: none"> - Continue making context connections in music and physical education - 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. - Implement commended performance standards to establish expectations for students and to use reports for guiding instruction. 	<p>Curriculum Coordinator; Curriculum Coaches, Curriculum Specialists; Classroom Teachers; and Campus Leaders; PE Teachers, Music Teachers</p>	<p>Fact Fluency Technology; Instructional coaching; Curriculum specialists; Staff development; Summer Math Academy; Math Solutions staff development; Title 1, Title III</p>	<p>December 2010–May, 2011 April, 2011 June, 2011</p>
<p>1A-5 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. - Develop and deliver staff development that focuses on the implementation of instructional strategies that meet the needs of diverse and at-risk students. - 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, 2010 to June, 2011</p>

	Strategies	Person(s) Responsible	Resources	Timeline
1A-6	<p>Improve achievement in elementary science.</p> <ul style="list-style-type: none"> - Continue making content connections in music and physical education - 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. - 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; PE Teachers, Music 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; Title I, Part A, Title III	Summer, 2010 June, 2011
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. - 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. - Align district assessments and curriculum documents with the rigor level of assessed TEKS. - Use district and state assessment data and teacher feedback to guide professional development decisions. 	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 9th grade Biology; Title I, Part A	August, 2010 to June, 2011
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. - Continue making content connections in music. - Improve students' understanding of social studies concepts through use of literature. 	Curriculum Coordinator; Curriculum Coach; Classroom Teachers; Instructional Specialists and Social Studies Liaisons; Music Teachers	Instructional Specialists Seminars; nity Relations; 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.	October, 2010 and January, 2011 June, 2011

Strategies		Person(s) Responsible	Resources	Timeline
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. - Develop and deliver staff development that focuses on the implementation of instructional strategies that meet the needs of diverse and at-risk students. 	Curriculum Coordinators; Curriculum Coaches; Classroom Teachers	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	August, 2010 to June, 2011
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 on 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, 2010 to June, 2011
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 utilize and expand 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 Fluency; READ 180, System 44,i-Station; 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, iTunes University, Schoolwires); Title I, Part A	August, 2010 to June, 2011

Strategies	Person(s) Responsible	Resources	Timeline
<p>1A-12 Meet the needs of gifted and talented students.</p> <ul style="list-style-type: none"> - Implement appropriate open-ended activities within the curriculum to provide for the ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in the four core content areas. (19 TAC 89.1 (1)) - Implement appropriate learning opportunities in the four core content areas that are commensurate with the abilities of identified gifted students that will allow them to work together as a group, work with other students, and work independently during the school day/year as a direct result of GT service options. Make parents aware of these options. (19 TAC 89.3 (3)) - Provide an array of appropriately challenging learning experiences in each of the four core content areas for all GT students in grades K-12 that will allow students to accelerate in areas of strength. Make parents aware of opportunities. (19 TAC 89.3 and 19 TAC 89.4)) - 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. - Accelerate or compact instruction in basic skills to provide ample time for in-depth study, discussion, and research or advanced product/performance development/design. - Use appropriate questioning strategies to promote critical and creative thinking in all content-areas. - Use flexible grouping to provide vertical acceleration for students with special aptitudes. - Improve teachers' ability to differentiate instruction through process, content, and/or products. 	<p>Curriculum Coordinator; Curriculum Coaches; Curriculum Specialists; Principals; Classroom Teachers</p>	<p>ASCD DI; Renzulli 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>	<p>August, 2010 to June 2011</p>
<p>1A-13 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. 	<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, 2010; October, 2011; January-June, 2011</p>
<p>1A-14 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. 	<p>Curriculum Administrators; Teachers</p>	<p>Curriculum documents</p>	<p>August, 2010 to June, 2011</p>
<p>1A-15 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. - Refine existing "Critical-Supplemental-Incidental" designations to incorporate STAAR/EOC readiness and supporting standards. - Determine best practices for reviewing and reteaching. - Train teachers in the appropriate use of data as a tool for reteaching. 	<p>Curriculum Coordinators; Curriculum Specialists; Curriculum Coaches; Teachers</p>	<p>Curriculum documents; SFA data; TEKS; Title I, Part A</p>	<p>August, 2010 to June, 2011</p>

Strategies	Person(s) Responsible	Resources	Timeline
<p>1A-16 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, 2010 to June, 2011
<p>1A-17 Promote the “Rigor, Relevance, Relationships” theme.</p> <ul style="list-style-type: none"> - Integrate key points from Building Engaged Schools (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 third RRR Leadership Conference to take place at the Berry Center. 	ISC and Campus Administrators; Teacher Leaders	Outside consultants; Title I, Part A, Title III	August, 2010 to June, 2011
<p>1A-18 Maintain parent leadership structures that exist at the district and campus level to provide activities and programs that inform and involve parents in supporting student achievement in relevant and meaningful ways.</p>	Campus Leaders, Classroom Teachers, CPOC Committee Members, District Title I Staff	Campus Newsletters, Reading Connection, Title I, Part A	Ongoing from August, 2010 to June, 2011
<p>1A-19 Align General Leadership Training (GLT) with district priorities.</p> <ul style="list-style-type: none"> - Implement process that targets leadership focus aligned with campus improvement plans. - Incorporate the following training components: building common knowledge and skills, model showcase, implementation plans, peer visits, and evaluation 	Staff Development Department, Curriculum and Instruction Department	Outside Consultants	October 2010 through June 2011

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
<p>1B-1 Disaggregate and analyze students' test data and grade distributions to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various student groups.</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. - Review EOC operational test data to identify curriculum and staff development needs. 	<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, Title III</p>	<p>August, 2010 to June, 2011</p>
<p>1B-2 Improve at-risk students' chances for success by providing them with extended instructional time.</p>	<p>Principals; Campus At-risk Staff and Committees; Teachers; Library Media Specialists; Curriculum Staff, Including Special Populations</p>	<p>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; Title I, Part A, Title III</p>	<p>August, 2010 to June, 2011</p>
<p>1B-3 Implement acceleration programs for SSI students placed in the 9th grade.</p> <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. - Provide Algebra I labs to give students additional math support. 	<p>Curriculum Administrators; Master Schedulers; Principals</p>	<p>District curriculum documents created by Curriculum Coaches; READ 180;</p>	<p>August, 2010 to June, 2011</p>

Strategies	Person(s) Responsible	Resources	Timeline
<p>1B-4 Elevate performance of all 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, 2010 to June, 2011</p>
<p>1B-5 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, 2010 to June, 2011</p>
<p>1B-6 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 flow charts of course sequences and use this information during the registration process. - Provide lessons and/or activities which help students become aware of careers and readiness for life after high school. 	<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</p> <p>Achieve Texas Materials, TEA-developed materials to support new TEKS, National Industry Standards; 1:1 Laptop Program</p> <p>COIN</p>	<p>June, 2011</p> <p>Fall 2010 – prep materials for spring registration</p>
<p>1B-7 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, 2010 to June, 2011</p>
<p>1B-8 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. 	<p>Principals; Dir's of Instruction; Counselors; Teachers; Curriculum Staff; Special Ed. Staff</p>	<p>Registration packet; PreK and K informational material; Title I, Part A</p>	<p>August, 2010 to June, 2011</p>

Strategies	Person(s) Responsible	Resources	Timeline
<p>1B-9 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). 	<p>Bilingual/ESL Coordinators; ESL Liaisons; Bilingual and ESL Teachers; Campus Administrators; LPAC Members; Curriculum Staff; Curriculum Coaches; Curriculum Specialists; CTE Administrators</p>	<p>READ 180; Summer school; Reading, math and science camps, Title III</p>	<p>August, 2010 to June, 2011</p>
<p>1B-10 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"> - Provide Rtl resources for teachers, including materials to augment the "pyramid" diagram and to improve Tier 1 instruction and interventions. - Provide Rtl process documents/forms to ensure consistency of implementation. - Refine Tier 2 criteria and interventions. - Provide staff development. <ul style="list-style-type: none"> -- Rtl processes and implementation -- Improved Tier 1 instruction with a focus on differentiated instruction. - Review the universal screening and progress-monitoring tools. 	<p>Curriculum and Special Education Staff; Campus Representatives; Elementary/ Secondary Rtl Committee</p>	<p>Professional development for campus leadership; Staff development updates to campus administrators; resources/forms posted on inside.cfsd.net</p>	<p>August, 2010 to June, 2011</p>
<p>1B-11 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. 	<p>All Instructional Staff and Leaders; District Special Education Staff; Transition Facilitators; Assistive Technology Specialists</p>	<p>District LRE Data; Data on related services such as: Occupational Therapy, Assistive Technology, etc.</p>	<p>August, 2010 to June, 2011</p>
<p>1B-12 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 READ 180. - Continue to evaluate impact of SGRI on student success. 	<p>Curriculum Administrators, Including Special Education; Program Coordinators; Counselors; Principals; Campus Staffs; Itinerant Counselors</p>	<p>PBMAS Report; Staff Development for Counselors, Directors of Instruction, and other Campus Administrators; Data validation reports; Title I, Part A</p>	<p>August, 2010 to June, 2011</p>

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, 2010 to June, 2011</p>
1B-14	<p>Provide teachers and teams with training in supplementary aides available for students with disabilities participating in the Sate Assessment Program.</p>	<p>Curriculum and Instruction and School Administration Department</p>	<p>Special Education and State Assessment Program Materials</p>	<p>August, 2010 to June, 2011</p>
1B-15	<p>Provide teachers and campus ARD committee team members training in the decision making process and requirements for TAKS-M and TAKS-ALT to reduce the number of students taking these tests.</p>	<p>Curriculum and Instruction and School Administration Department</p>	<p>Special Education and State Assessment Program Materials</p>	<p>August, 2010 to June, 2011</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. 	Dir. of Classroom Management Training; Dir. of Student Svcs.; Asst. Supt. for Secondary Administration; Campus Leaders; Teachers; Counselors	Achievement Monitoring System, Cognos-AMS reports, PBIS staff	August, 2010 to June, 2011
1C-2	<p>Provide effective and appropriate instruction about the hazards of substance abuse.</p> <p>Conduct screenings.</p>	Curriculum Staff, Including Special Populations; Teachers of Health and Physical Education; Coaches; Counselors	Student Services Department	August, 2010 to June, 2011
1C-3	<p>Provide a Coordinated School Health Program.</p> <p>For grades K-5:</p> <ul style="list-style-type: none"> - Participate in the "CATCH" program. <p>For grades 6-7-8:</p> <ul style="list-style-type: none"> - Implement SPARK and Healthy and Wise Programs - Evaluate and update 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, 2010 to June, 2011
1C-4	<p>Ensure that the counselor's role retains focus on implementation of the Developmental Guidance Program.</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, 2010 to June, 2011
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, 2010 to June, 2011
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, 2010 to June, 2011

District Priority: 1D

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

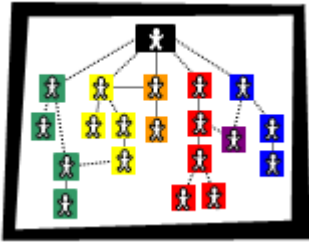
Formative/Summative Evaluation:

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, 2010 to June, 2011
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, 2011
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, 2010 to June, 2011
1D-4	<p>Create a culture that encourages students to pursue postsecondary studies.</p> <ul style="list-style-type: none"> - Create a 9th grade high school transition course. - 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 three 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, 2011 Feb. 2011 and June 2011

Grant Sources/Titles as of Fiscal Year 2010-2011

<u>Grant Sources</u>	<u>Funds Available in 2010-11</u>
ARRA Title XIV State Fiscal Stabilization	\$37,408,274
Special Education ARRA/Stimulus	
IDEA-B Formula	\$4,937,716
IDEA-B Preschool	\$290,744
Special Education IDEA-B Discretionary (Deaf)	\$169,366
NCLB Cons Federal ARRA/Stimulus	
Title I, Part A	\$1,686,378
Title II, Part D	\$175,757
NCLB Consolidated Federal	
Title I, Part A	\$10,655,459
Title II, Part A	\$1,648,394
Title II, Part D	\$11,705
Title III, Part A LEP	\$1,914,478
Title III, Part A Immigrant	\$1,468,929
Title IV, Part A	\$61,609
Life Skills Program for Student Parents	\$176,783
Special Education Consolidated	
IDEA-B Formula	\$13,300,057
IDEA-B Formula (Deaf)	\$62,278
IDEA-B Preschool	\$245,697
IDEA-B Preschool (Deaf)	\$6,644
State Deaf	\$1,896,468
IDEA-C	\$7,266
Title I, Part C Carl D Perkins Career and Technical Education Act	\$654,525
Student Success Initiative (Reading/Math)	\$579,754
TEXSHEP	\$145,320
TXHEARRA	\$112,260
State Compensatory Education	\$44,356,975
Texas Fitness Now	\$87,433



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

Activities: Attracting, Developing, & Retaining Quality Staff	Person(s) Responsible	Timeline	Data/Documentation
2A-1 Continue to review the compensation plan to ensure that the district's salary and benefits programs are competitive in their ability to attract and retain highly qualified staff.	Finance; Human Resources	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
2A-4 Collect and utilize data to monitor closely the attrition rate for each campus.	Human Resources	Ongoing	Staffing and retention reports
2A-5 Design framework to support Teacher Professional Learning plans.	Staff Development	December 2010 through July 2011	CFLMS
2A-6 Implement and enhance initiatives to increase teacher leadership capacity. <ul style="list-style-type: none"> - Expand the Teacher Leadership Academy, a six month professional development program designed to enhance knowledge and skills of teachers leading teams of adults in formal and informal teacher leadership roles. - Provide Teacher Leadership development via the Teacher Leadership Conference. 	Staff Development and Curriculum and Instruction Department	July 2011	Participant lists
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 2010-May 2011	Agendas, 360° 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 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
2A-10 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-11 Collaborate with and support the curriculum staff to develop training for paraprofessionals and teachers.	Human Resources	Ongoing	Avatar listings

Activities: Attracting, Developing, & Retaining Quality Staff		Person(s) Responsible	Timeline	Data/Documentation
2A-12	Be responsive to the needs of applicants and department and campus leaders.	Human Resources	Ongoing	Survey
2A-13	Provide mentoring and induction for beginning teachers. <ul style="list-style-type: none"> - Mentoring Institutes - New Staff Orientation - Electronic Publications - Training Materials 	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.

	Activities: Safe and Disciplined Environment	Person(s) Responsible	Timeline	Data/Documentation
2B-1	Continue to research the best methods for preventing substance abuse, violence, and bullying.	Guidance and Counseling; Student Svcs.	Ongoing	Discipline data; strategies implemented; Middle and high school curricula
2B-2	Increase student and staff training in anger- and aggression-management strategies, bullying, conflict resolution, and Building Better Relationships: Classroom Management in CFISD.	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 Student Code of Conduct 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
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 No Child Left Behind 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.

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 math and science teams with curriculum coaches, curriculum coordinators, and teachers on designated campuses. - Offer workshops to parents/staff on ways to increase involvement of families of all cultures in the education of their children. Distribute this information 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, 2010; ongoing</p>	<p>Agendas; Record of VIPS service hours; Newsletter data; Sign-in sheets; E-mails; Documents; Fall Conference Offerings</p>
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"> - Increase Virtual Volunteers database by 300 volunteers 	<p>Dir. Partners in Education; Help Desk Mgr; Assoc. Supt. Facilities, Planning, and Community Relations</p>	<p>Fall, 2010; ongoing</p>	<p>Records; Virtual Volunteer data; District Web site</p>

3B: Community and Business Partnerships

District Goal 3B:

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.

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, 2010; ongoing	Reports; Presentations; Agendas; News articles
3B-2 Promote mentor training in area businesses and faith based organizations, and provide additional training to increase the number of trained mentors by 200.	Dir. Partners in Education; Mentor Liaisons	Fall, 2010; 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, 2010; 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, 2010; ongoing	Notes; Agendas; PIE reports
3B-5 Develop private and corporate partnership resources for PIE liaisons and campus administrators to benefit schools seeking additional funding. - Corporate giving - Corporate and private grant opportunities	Dir. Partners in Education	Fall, 2010; ongoing	PIE report; PIE agenda; Corporate Giving Resource List; Newsletter
3B-6 Through the implementation of HEP Development Services and Gifts Plus programs, increase district revenues by \$250,000.	Dir. Partners in Education; Assoc. Supt. Facilities, Planning and Community Relations; Principals; PIE Liaisons	Fall 2010, ongoing	Donation documentation, PIE Report

3C: Communications

District Goal 3C:

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.

Activities: Communications		Person(s) Responsible	Timeline	Data/Documentation
3C-1	Produce namesake videos to complement the new school dedication format.	CFTV Producer; Asst. Supt. for Communication	October 2010	video
3C-2	Investigate expanding communication formats to include an iPhone app.	Communication Specialist; Asst. Supt. for Communication	2010-2011	content draft, meeting agendas
3C-3	Communicate Legislative session updates and CLC-82 initiatives to staff members and the community.	Director of Communication; Webmaster	2010-2011	eConnection, district website
3C-4	Produce Open Book monthly.	CFTV Producer	2010-2011	CFTV programming log
3C-5	Produce Take a Trip, which will increase broadcast opportunities for RTV students.	CFTV Producer	2010-2011	CFTV programming log
3C-6	Develop a CFTV programming recruitment video for RTV students	CFTV Producers	2010-2011	CFTV programming log



Goal 4: Finance

District Goal 4A:

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 and Revenue		Person(s) Responsible	Timeline	Data/Documentation
4A-1	Business Services Maintain an underlying bond rating Aa3 from Moody's Investor Services, AA- from Fitch Ratings, and AA from Standard and Poors.	Assoc. Supt. Business and Financial Svcs.	July, 2011	Ratings reports
4A-2	Business Services 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, 2011	Certificate
4A-3	Business Services Earn the Certificate of Excellence in Financial Reporting from the Association of School Business Officials	Asst. Supt. Financial Svcs.	February, 2011	Certificate
4A-4	Distribution Center Improve weekly inventory accuracy by 5%	Mgr. Distribution Center; Asst. Dir. Purchasing Svcs.	June, 2011	Distribution Center Web page
4A-5	Distribution Center Complete the Distribution Center's Intranet Web page.	Mgr. Distribution Center; Asst. Dir. Purchasing Svcs.	June, 2011	Weekly inventory; Pentamation Reports
4A-6	Electronic Repair Center Decrease department gasoline usage by 5% by adding efficiencies to routes and repair calls.	Mgr. Electronic Repair Center	June, 2011	Budget
4A-7	Finance Complete training and implementation of online purchase orders for all remaining departments.	Asst. Supt. Financial Svcs; Accountant; Information Svcs.	June, 2011	Training guide; Attendance rosters
4A-8	Finance Create a business office procedure manual, and post it on Inside CFISD.	Asst. Supt. Financial Svcs.	June, 2011	Manual
4A-9	Food Services 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, 2011	Federal Reimbursement Reports

Activities: Efficiency and Revenue		Person(s) Responsible	Timeline	Data/Documentation
4A-10	Food Services Maintain a food cost of less than or equal to 38% 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, 2011	Financial Statements
4A-11	Mail Center Increase postage savings on United States Postal Service mailing by \$45,000.00	Mgr. Distribution Center; Mail Service Supervisor	June, 2011	Monthly review of budget
4A-12	Mail Center Complete the Mail Service intranet Web page.	Mgr. Distribution Center; Mail Service Supervisor	June, 2011	Web page created
4A-13	Print Center Review forms with user groups to standardize or eliminate the use of printed forms.	Mgr. Print Center	June, 2011	Revised forms
4A-14	Purchasing Department Implement an electronic bidding software.	Director, Purchasing; Asst. Dir. Purch Operations	June, 2011	Bids submitted electronically
4A-15	Purchasing Department Create a purchasing procedures manual and post in on the district intranet.	Asst. Supt., Support Svcs. Director of Purchasing	June, 2011	Manual
4A-16	Purchasing Department Reduce low cost and low usage stock items from the Distribution Center as recommended by WCL review.	Director, Purchasing; Asst. Dir. Purch. Operations	June, 2011	Distribution Center Reports
4A-17	Support Services Solicit additional vendors for advertising on buses.	Asst. Supt. Support Svcs.	June, 2011	Revenue reports
4A-18	Support Services Review and update the district's definition of fixed assets.	Asst. Supt. Support Svcs; Asst. Supt. Finance; Director, General Admin.	June, 2011	Fixed asset reports
4A-19	Facilities Planning and Construction 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-20	Facilities Planning and Construction 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
4A-21	General Administration Continue 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	2010-2011	Green certificates of disposal for waste items

Activities: Efficiency and Revenue		Person(s) Responsible	Timeline	Data/Documentation
4A-22	General Administration Reduce the cost of capital outlay expenditures by reissuing available surplus furniture and equipment across the district.	Dir. General Administration	2010-2011	Pickup and delivery records
4A-23	General Administration 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	2010-2011	Intranet records schedule
4A-24	General Administration 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; Sales and Marketing Manager	2010-11	Revenue and usage reports
4A-25	General Administration Develop marketing materials to increase Berry Center revenue.	Sales and Marketing Mgr.; General Mgr. Berry Center; Assoc. Supt. Facilities, Planning & Community Relations	Spring 2011	Marketing materials
4A-26	General Administration Renew existing scoreboard advertisements and sell to new clients.	Sales and Marketing Mgr.; General Mgr. Berry Center; Assoc. Supt. Facilities, Planning & Community Relations	2010-11	Contracts for ad space
4A-27	General Administration Develop district wide electronic e-mail and records retention plan.	Dir. General Administration; Facilities Use and Records Manager	2010-2012	Manual
4A-28	General Administration Develop state-adopted textbook catalog for secondary campuses.	Dir. General Administration; Textbook and Inventory Manager	2010-2012	Catalog
4A-29	General Administration Develop department process and procedure manual.	Dir. General Administration; Textbook and Inventory Manager; Facilities Use and Records Manager	2010-2012	Manual
4A-30	Maintenance Develop and implement improved work order system.	Dir. Maintenance; Asst. Supt. Facilities and Construction; Assoc. Supt. Facilities, Planning, and Community Relations	June, 2011	New system in place
4A-31	Maintenance Network with surrounding school districts to enhance the efficiency of the maintenance department.	Dir. Maintenance	Ongoing	Procedural changes; Enhanced efficiencies
4A-32	Maintenance Evaluate results of the performance audits, and implement appropriate strategies for cost reduction.	Dir. Maintenance	June, 2011	Identified strategies; Reductions achieved
4A-33	Maintenance Reduce maintenance overtime costs by 30%.	Dir. Maintenance	In Progress/June 2011	30% cost reduction obtained
4A-34	Maintenance Implement revised mowing schedule to reduce implemented contract services by 30%	Dir. Maintenance	In Progress/June 2011	30% cost reduction obtained

Activities: Efficiency and Revenue		Person(s) Responsible	Timeline	Data/Documentation
4A-35	Community Programs Establish before/after-school programs at all elementary schools with a target enrollment of 4,000 students.	Dir. Community Programs, Assoc. Supt. Facilities, Planning & Community Relations	2010-11	Enrollment report
4A-36	Community Programs Develop and conduct Day-Camp programs on student holidays to provide additional service to families and to generate revenue.	Dir. Community Programs, Assoc. Supt. Facilities, Planning & Community Relations	2010-11	Enrollment report; profit statement
4A-37	Community Programs Develop and conduct summer programs to provide a service to parents and to generate revenue.	Dir. Community Programs, Assoc. Supt. Facilities, Planning & Community Relations	2010-11	Enrollment report; profit statement
4A-38	Community Programs Design specialized events for generating revenue (i.e., Parents Night Out, middle school Fun-Night).	Dir. Community Programs, Assoc. Supt. Facilities, Planning & Community Relations	2010-11	Enrollment report; event schedule; profit statement
4A-39	Technology Services Phase I of implementing Curriculum Management System	Campuses; CISA; Technology Services	May 2011	System implemented
4A-40	Technology Services Implement a Video Distribution System	Technology Services	May 2011	System implemented
4A-41	Technology Services Update Student Information System – Phase I	Campuses; Technology Services	Summer 2011	System implemented
4A-42	Technology Services Develop a Technology Plan for 2011 – 2014	CISA; Technology Services	Spring 2011	Plan approved by Board of Trustees
4A-43	Operations Reduce labor cost by \$887,000	Operations department	2010 – 2011	Reduced staffing
4A-44	Transportation Review Transportation route efficiencies	Transportation; Region IV Service Center	May 2011	Report

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

Activities: State Funding Issues	Person(s) Responsible	Timeline	Data/Documentation
4B-1 Advocate for stake holders 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, <ul style="list-style-type: none"> - Texas School Alliance - Fast-growth Schools Coalition - TASA/TASB 	Supt.; Assoc. Supt. Business and Financial Svcs.; Assoc. Supt. Governmental Relations and Communications; Assoc. Supt. Facilities, Planning, and Community Relations	2010-2011	Record of membership and activities
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	2010-2011	Letters; Web pages, Publications; Meeting agencies; Video Presentation; Questions/ responses

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

Activities: Facilities		Person(s) Responsible	Timeline	Data/Documentation
4C-1	<p>Facilities Planning and Construction</p> <p>Continue with planning, implementation, and communication regarding the approved projects associated with the 2001, 2004, and 2007 bond referendums.</p>	<p>Assoc. Supt. Facilities, Planning, and Community Relations; Asst. Supt. Facilities and Construction</p>	In progress for 2010-2011 projects	<p>Approved contracts; Reports to Board of Trustees; Bond Steering Committee update meetings</p>
4C-2	<p>Facilities Planning and Construction</p> <p>Complete 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.</p>	<p>Assoc. Supt. Facilities, Planning, and Community Relations; Asst. Supt. Facilities and Construction</p>	June 2011	<p>Contracts approved by district's legal counsel</p>
4C-3	<p>Planning and Research</p> <p>Engage Dr. Robert Stein to conduct the interactive Voice Response Public Opinion Survey.</p>	<p>Sr. Dir. Planning, Research, and Evaluation</p>	Annual	<p>Report of results from Dr. Stein</p>