

Glossary

Instructional Support Positions (not administrative)

- **Academic Achievement Specialist (AAS)** – Campus-based support person charged with monitoring the progress of students who are at-risk of failing state assessments and/or dropping out of school. They provide support for district and campus-based interventions.
- **Academic Coach** – District-wide instructional support position. Coaches work with teams of teachers or individual teachers to plan effective instruction based on needs identified through data analysis (lesson planning, lesson design, model lessons, and classroom management).
- **At-risk Specialist** – Campus-based support person allocated to a campus based upon the campus' percentage of economically disadvantaged students. They work collaboratively with the campus administration to monitor the progress of students who are at-risk of failing state assessments and/or dropping out of school.
- **District Funded At-risk** – Based on the campus free/reduced percentage, additional allocations are provided to assist struggling students.
- **Behavioral Specialist** – Campus-based support person who works collaboratively with teachers and administrators to support students in the area of behavior and social skills development. They also develop and facilitate staff development for new and struggling teachers.
- **Curriculum Coach** – (formerly known as helping teacher) District-wide instructional support position. Coaches work with teams of teachers or individual teachers to plan effective instruction based on the needs identified through data analysis (lesson planning, lesson design, model lessons, and classroom management).
- **Elementary Curriculum Specialist** – District-wide instructional support position. Curriculum specialists work with struggling learners identified through data analysis in the areas of math, reading, and science.
- **Instructional Specialist** – Campus-based support personnel who provide assistance to the instructional staff concerning the teaching/learning process and classroom management (data analysis, instructional strategies, lesson planning, and tutoring).
- **Reading Specialist /Reading Enrichment Teachers** – Campus-based personnel who identify struggling readers through data analysis and provide

reading support in a small group setting. A large portion of their time is spent serving dyslexia students, a state mandated program.

- **Technology Assistant** – This position provides technical support to the campuses. This service, known in the technology service industry as “first level, break/fix,” is intended to maintain a high level of availability or readiness of technology. This includes trouble-shooting and repair if possible of computers, keyboards, mice, printers, software, computers on wheels (COWs), scanners, and other miscellaneous technology.
- **Technology Coach** – This position provides technology training to teachers in all 81 campuses. This training includes working with teachers to teach model lessons, train on the specifics of technologies such as interactive (Smart) boards, projectors, video conferencing technology, and software as well as assisting the campuses in technology planning.
- **Testing coordinators (TC)** – Campus-based position that oversees and coordinates the processes involved with the Texas State Assessment Program. Each high school campus has one coordinator. The TC ensures that the campus implements state assessments according to the rules and regulations established by the Texas Education Agency. The coordinator trains staff on participation requirements and supports campus staff as they make essential decisions for students that include participating in the various tests.

Non-instructional Positions (administrative)

- **Assistant principal** - Primarily responsible for staff and student safety and student discipline. Part of the administrative team as a supervisor of teachers and can stand in the role of the principal or associate principal, if needed.
- **Associate principal (high school only)** - Primarily responsible for the supervision of assistant principals and creation of the master schedule. Part of the administrative team as a supervisor of teachers and acts in the role of the principal, if needed.
- **Counselor** – Provide support through academics, social, personal, career and crisis counseling for all students from Pre-K to 12th grade. Other major tasks include administration of high stakes tests (TAKS, SFA, etc.), assist with development and management of master schedule (including student schedules), and maintenance of all PEIMS data; student records (including cumulative records, report cards, testing results)
- **Director of Instruction (DI) (secondary campuses only)** – Campus-based administrator focused on supporting teachers with curriculum and instruction, grading, scope and sequence of instruction, best practices, appropriate first-time instruction, and professional development of the staff, and classroom

interventions. The DI also has a district-wide coordinator role for content areas. The DI also maintains records and monitors compliance issues related to program such as English as a Second Language, Gifted and Talented, Dyslexia services at the campus.

- **Principal** – Instructional leader of the campus; responsible for all aspects of a safe and academically effective environment. Supervises all staff on the campus.

Programs

- **BIZ Town** – Formally known as Exchange City, BizTown is a program sponsored by Junior Achievement which provides 5th grade students an opportunity to have hands-on experiences with running a city. Through this hands-on experience, students learn many of the Texas Essential Knowledge and Skills in the economic strand as well as those in the citizenship and government strand. Participation in BizTown is a campus-based decision.
- **DARE** - Drug Abuse Resistance Education (D.A.R.E.) is a collaborative effort by certified law enforcement officers, educators, students, parents, and community to offer an educational program in the classroom to prevent or reduce drug abuse, violence, and gang involvement among children and youth. D.A.R.E. places special emphasis on reaching children by the last year of elementary school. The emphasis is to help students recognize and resist the many direct and subtle pressures that influence them to experiment with alcohol, tobacco, marijuana, inhalants, or other drugs or to engage in violence. The program content for D.A.R.E. is organized into six 60 minute lessons to be taught by a D.A.R.E. certified law enforcement officer with suggested extended activities to be integrated into other instruction by the classroom teacher. Participation in DARE is a campus-based decision.
- **Junior Achievement** – is an organization which volunteers its time to educate students in grades 1-5 about economics and the free enterprise system.
- **Mega Monitoring** – Mega-monitoring is a web-based tool used to improve and sustain high performance in professional learning communities. Through collecting observational data and transmitting them to the Internet, the program helps build a picture of the school's instructional activity. All secondary schools and 25 elementary schools are participating in mega-monitoring.
- **New Arrival Center (NAC)** – A program for immigrant students new to the country (six months or less) in 4th-5th, middle and high school designed to accelerate the acquisition of the English language.

- **Nature Trails** – Provides hands-on activities to focus on specific science TEKS in an outdoor setting.
- **PALS** - The **Peer Assistance and Leadership Program** is a peer helping program in which selected high school students in grades 11 and 12 are trained to work as peer helpers with students on their own campus, or at feeder middle and elementary schools. The PAL program is a carefully designed course to train a student to become a leader. Students have a chance to learn more about themselves while helping others have a more positive and productive school experience, to clarify their values, to strengthen their caring about others, and to make a difference in someone else's life.
- **PBIS** – **Positive Behavioral Interventions and Supports** is a proactive systems approach for creating and maintaining safe and effective learning environments in schools. PBIS provides a positive structure wherein we focus on the use of strategies that are respectful toward our students. This application of an evidence-based system assists schools in increasing academic performance, increasing safety, decreasing problem behaviors, and establishing a positive school culture. Through a collaborative effort we design a framework whereby our students will be given consistent behavioral expectations in all settings within the school. PBIS uses proactive strategies for defining, teaching, and supporting appropriate student behavior to create a positive, safe, and effective school environment. Focusing our attention on creating and sustaining this type of system will also help to improve lifestyle results (health, social, family, work) in our youth; therefore, providing a foundation for our students to develop characteristics that will enable them to live meaningfully and successfully in society and in the workplace.
- **ROPES** - Reality Oriented Physical Experiences -The mission of the Cypress-Fairbanks ISD ROPES Program is to provide an outdoor educational environment in which learning opportunities for all participants are presented to develop the skills of an effective communicator, competent problem-solver, self-directed learner, and responsible citizen through Reality Oriented Physical Experiences.
- **Science Resource Center** - Provides curriculum material support including animals for elementary and secondary science as well as teacher and volunteer training.
- **Soccer Start** – Is a unique intervention for middle school students at risk of failing or dropping out. It affords students an opportunity to participate in an activity that supports the values of good citizenship, team work, school spirit, positive competition and physical fitness. For an 8-10 week period in the spring semester more than 900 students learn, practice and compete in the game of soccer against other district schools. Each campus is charged with aligning the

activity with academic success and has proven to improve attendance, behavior and grades.

- **SOS** - The purpose of the Special Opportunity School (SOS) program is to provide the behaviorally at-risk elementary student with an alternative and innovative instructional environment which helps motivate the student to develop appropriate coping skills. The program is designed to challenge students academically and socially by using problem-solving instructional strategies and a strong behavior management system. The target population for the assessment and remediation of behavior patterns which are detrimental to the learning process will be elementary age students in first through fifth grades. The district supports the belief that this early intervention model helps insure future success for students in school. The SOS class provides an opportunity for students to develop those skills necessary to meet the expectations of the regular classroom. Parental involvement is essential to insure future success for the student. Participation in an intensive counseling program is required for both the student and parent(s) during the enrollment period.
- **SRI – Scholastic Reading Inventory** – Elementary and Secondary – A component of the READ 180 program to identify and measure a student's lexile level.