

# *Profile*



**2013-2014**

**An Overview of Cypress-Fairbanks  
Independent School District**



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## BOARD OF TRUSTEES

<p><b>President</b> <i>Don Ryan</i></p> <p><b>Vice President</b> <i>Tom Jackson</i></p> <p><b>Secretary</b> <i>Christine Hartley</i></p>	<p><b>Members</b> <i>Bob R. Covey</i></p> <p><i>Kevin H. Hoffman</i></p> <p><i>Darcy Mingoia</i></p> <p><i>Dr. John Ogletree Jr.</i></p>
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The Board consists of seven trustees elected at-large to serve staggered four-year terms so that the entire Board is never up for election at the same time.

Regular meetings of the Board of Trustees are held on the second Monday of each month at 6 p.m. in the Cypress-Fairbanks ISD Instructional Support Center, 10300 Jones Road. Special-called meetings are held when the situation warrants it. A work session is held at 6 p.m. on the Thursday preceding the regular meeting.

The school Board officers are president, vice president and secretary; and they are elected annually by Board members.

Patrons are encouraged to attend meetings of the Board of Trustees. The meetings are broadcast live on Comcast Cable public access Channel 16, aired regularly on CFTV throughout each month and may be viewed on the district's website at [www.cfisd.net](http://www.cfisd.net).

### ASSISTANCE DIRECTORY

The Cypress-Fairbanks ISD Instructional Support Center is located at 10300 Jones Road, Houston, Texas 77065. The building telephone number is **281-897-4000**. If you are seeking specific information in the following areas, you may call the direct lines listed below:

<b>Athletics</b> .....	<b>281-894-3980</b>
<b>Attendance Zones</b> .....	<b>281-517-2187</b>
<b>Communication</b> .....	<b>281-807-8939</b>
<b>Curriculum and Instruction</b> .....	<b>281-897-4047</b>
<b>Guidance and Counseling</b> .....	<b>281-897-4068</b>
<b>Health Services</b> .....	<b>281-897-4015</b>
<b>Personnel, Ancillary</b> .....	<b>281-897-4189</b>
<b>Personnel, Professional</b> .....	<b>281-897-4050</b>
<b>Special Education Services</b> .....	<b>281-897-6400</b>
<b>Superintendent</b> .....	<b>281-897-4077</b>
<b>Tax Office</b> .....	<b>281-664-6300</b>

## SUPPORT FACILITIES

### Ag-Science Centers:

**Eldridge:** 7600 N. Eldridge Parkway, Houston 77041

**Telge:** 11202 Telge Road, Cypress 77429

**Berry Center:** 8877 Barker Cypress Road, Cypress 77433 ..... 281-894-3900

**Cy-Fair Annex:** 22602 Hempstead Highway, Cypress 77429 ..... 281-807-8180

### Early Learning Centers:

**ELC 1:** 11711 Falcon Road, Houston 77064 ..... 281-517-2824

**ELC 2:** 13935 Smokey Trail, Houston 77041..... 713-849-8220

**Barker Cypress:** 17522-B Liner Lane, Houston 77095..... 281-856-1072

**Eldridge:** 7600 N. Eldridge Parkway, Houston 77041 ..... 281-807-8028

**Falcon:** 11430 Falcon Road, Houston 77064 ..... 281-517-2880

**Telge:** 11010 Telge Road, Cypress 77429 ..... 281-897-4592

**Exhibit Center:** 11206 Telge Road, Cypress 77429 ..... 281-897-4749

**Falcon Annex:** 11330 Falcon Road, Houston 77064 ..... 281-517-2182

**Food Production Center:** 11355 Perry Road, Houston 77064 ..... 281-897-4535

**Food Service Annex:** 6355 Clara St., Suite 800, Houston 77041 ..... 713-849-8205

**Instructional Support Center:** 10300 Jones Road, Houston 77065..... 281-897-4000

**Janie Scott Printing Center:** 12510 Windfern Road, Houston 77064..... 281-897-4134

**Maintenance Center:** 11430 Perry Road, Houston 77064 ..... 281-897-4290

**Police Department/Security:** 11200 Telge Road, Cypress 77429 ..... 281-897-4337

**Pridgeon Stadium:** 11355 Falcon Road, Houston 77065..... 281-897-4190

**Professional Library:** 10300 Jones Road, Houston 77065 ..... 281-897-4069

**Science Resource Center:** 11206 Telge Road, Cypress 77429 ..... 281-897-4004

### Transportation Centers:

**Barker-Cypress:** 17522-B Liner Lane, Houston 77095 ..... 281-463-5978

**Eldridge:** 7600 N. Eldridge Parkway, Houston 77041 ..... 281-955-4935

**Falcon:** 11430 Falcon Road, Houston 77064 ..... 281-897-4380

**Telge:** 11010 Telge Road, Cypress 77429..... 281-897-4565

### Windfern Administrative Annex & Distribution Center:

12510 Windfern Road, Houston 77064 ..... 281-897-4150

## ADMINISTRATIVE STAFF

Superintendent: **Mark Henry, Ed.D.**

General Counsel: **Marney Collins Sims**

### ASSOCIATE SUPERINTENDENTS

Business and Financial Services: **Stuart Snow**

Curriculum and Instruction and Accountability: **Linda Macias, Ed.D.**

Facilities, Construction and Support Services: **Roy Sprague Jr.**

Governmental Relations, Communications and Chief of Staff: **Teresa Hull**

Human Resources and Student Services: **Deborah Stewart, Ed.D.**

School Administration and Leadership Development: **Roy Garcia**

### ASSISTANT SUPERINTENDENTS

Business and Financial Services: **Karen Smith**

Chief of Police: **Alan Bragg**

Chief Technology Offer: **Frankie Jackson**  
Communication and Community Relations: **Nicole Ray**  
Curriculum and Instruction: **Mary Jadloski**  
Educational Support Services: **Dan McIllduff**  
Elementary School Administration: **Donna Guthrie**  
Facilities and Construction: **Samir Patel**  
Human Resources: **Chairita Franklin**  
School Improvement and Accountability: **Ashley Clayburn, Ed.D.**  
Secondary School Administration: **Scott Sheppard, Ed.D.**  
Student Services: **Ify Ogwumike**  
Support Services: **Matt Morgan**

## DIRECTORS

Advanced Academics: **Susan Firth**  
Ancillary Personnel: **Jan Price**  
Athletics: **Ed Warken**  
Berry Center (General Manager): **Beth Wade**  
Business Services: **Melissa McAnear**  
Communication: **Stephanie Migl**  
Community Programs: **Kristina Perez**  
Curriculum and Instruction, Elementary School: **Barbara Levandoski**  
Curriculum and Instruction, High School: **Kenya Turner**  
Curriculum and Instruction, Middle School: **Susan Tyler**  
Curriculum and Instruction for Special Populations: **Maria Trejo**  
Facilities Planning and Energy Management: **Claude Yoas**  
Federal Programs: **Nancy Frankel**  
Financial Services: **Mable Isles**  
Fine Arts: **Mary Running**  
Food Services: **Darin Crawford**  
General Administration: **Kristi Giron**  
Guidance and Counseling: **Darlene Davenport**  
Health Services: **Bevin Gordon**  
Human Resources (Records, Leave, Credentials and Compensation): **Laura Harman**  
Human Resources (Professional Staffing and Employee Relations): **Christina Cole**  
Human Resources (Professional Staffing and Employee Relations): **Jill Smith**  
Information Services: **John Crumbley**  
Instructional Technology: **Becky Cook**  
Internal Audit: **Carol Oman**  
Maintenance: **Archie Hayes**  
Marketing and Business Relations: **Leslie Francis**  
Operations: **Tammy Blankenship**  
Psychological Services: **Traci Schluter, Ph.D., LSSP**  
Purchasing: **Kristine Johnston**  
Security: **Dave Straughan**  
Special Education: **Lauri Barnes**  
Staff Development: **Glenda Horner, Ed.D.**  
Student Services, Admissions: **Dave Schrandt**  
Student Services, Campus Safety: **Ralph Gonzales**  
Student Services, Elementary: **Gloria Cooper**  
Student Services, Secondary: **David Garcia**  
Tax Assessor: **David Piwonka**  
Technology Support Services: **Jay Johnson**  
Testing: **Tracy McDaniel, Ed.D.**  
Transportation: **Bill Powell**

## **A BRIEF HISTORY**

In 1884, Texas was a part of the frontier, and most of the state was virtually uninhabited. Along the Gulf Coast, a combination of ample rain, rich soil and lengthy growing seasons attracted settlers and contributed to the establishment of small farming communities. One community materialized near the site of the present Cy-Fair High School, and in 1884, its citizens erected a one-room building on the site where Lamkin Elementary School now stands. This type of educational system was adequate at the turn of the century, but as the region grew, the small systems began to consolidate. During the 1939-40 school year, the Cypress schools and the Fairbanks schools joined together to form what is now known as the Cypress-Fairbanks Independent School District.

The remainder of the history of the district has been one of phenomenal growth. In 1968, the 186-square-mile area was almost entirely rural. The character of the community is now more metropolitan. Although a number of acres are still devoted to farm and ranchland, there are also many suburban communities with homes in all price ranges. As a result, students come to the district from all socioeconomic groups.

Much of the growth has been due to the availability of highly desirable land and the excellent reputation of the Cypress-Fairbanks Independent School District. Firms transferring personnel to the Houston area often recommend the district as a desirable one in which to educate children. This growth has created a constant demand for more buildings and a greater expenditure of funds. Despite this, with the district's optional homestead exemption, a homeowner in Cypress-Fairbanks pays lower taxes than they would in any other district in the Gulf Coast Area, excluding Houston ISD and Spring Branch ISD.

The growth rate has called for the passage of a number of bond issues in order to build more facilities to accommodate CFISD students. Bonds were issued for \$3.75 million in 1967; \$14 million in 1970; \$23.6 million in 1972; \$35 million in 1976; \$68 million in 1979; \$90 million in 1983; \$58 million in 1988; \$98.5 million in 1990; \$76.2 million in 1994; \$265 million in 1998; \$470.5 million in 2001; \$713.2 million in 2004; and \$807 million in 2007.

## **DEMOGRAPHIC INFORMATION**

There are 186 square miles of land within the boundaries of Cypress-Fairbanks ISD. This makes it the second-largest school system in land area out of the 22 districts in Harris County. Bordered by seven other school districts—Houston, Spring Branch, Katy, Klein, Aldine, Tomball and Waller—it is also the second-largest district in terms of student enrollment. There are more than 111,000 students enrolled in CFISD for the 2013-2014 school year—second only to Houston ISD. CFISD is home to more than 850 subdivisions and apartment complexes within its borders. There are a number of industries within district borders, including international corporations and a number of small factories and plants. CFISD is the third-largest school district in Texas and the 25th largest in the nation.



## **PHILOSOPHY OF CYPRESS-FAIRBANKS ISD**

The educational goal of Cypress-Fairbanks ISD is to provide an instructional program designed for the individual needs, interests and abilities of each student. This learning environment will promote the development of independent, responsible, contributing members of society. As indicators of their ability to succeed in the community, Cypress-Fairbanks ISD students will demonstrate:

- (1) acquisition of empirical and technological knowledge and skills;
- (2) proficiency in oral and written communication skills;
- (3) aesthetic values;
- (4) responsible citizenship;
- (5) social and interpersonal skills; and
- (6) worthwhile use of leisure time for healthful living.

### **OUR VISION**

**Learn. Empower. Achieve. Dream.**

### **OUR MISSION**

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

## **2013-2014 DISTRICT GOALS**

### **Goal 1: Academic Achievement**

The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

- (1) Eliminate the achievement gap through incremental growth in student performance.
- (2) Increase the number of students enrolled in and earning credit in advanced courses.
- (3) Improve the performance of students in the "middle" grades (5th – 10th).
- (4) Develop an instructional plan for integrating technology into the curriculum.

## **Goal 2: Safe and Healthy Environment**

The district will provide a safe, disciplined, and healthy environment conducive to student learning.

- (1) Increase the number of students receiving face-to-face instruction by decreasing the overall number of student discipline referrals.
- (2) Identify and/or implement a schoolwide discipline management plan for each campus.
- (3) Maintain health, safety, and security measures at all district facilities.
- (4) Continue to implement all components of the CFISD Police Department.

## **Goal 3: Human Capital**

The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

- (1) Review and evaluate the district's recruitment plan.
- (2) Research, develop and implement a plan to increase retention of highperforming staff.
- (3) Provide a competitive compensation package for all employees.
- (4) Research, develop and implement a plan to improve employee attendance.

## **Goal 4: Leadership Development**

**The district will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.**

- (1) Develop and implement a framework that outlines competencies required for success as a principal.
- (2) Develop high quality leadership training that prepares potential, newly appointed and emerging leaders for various administrative roles that potentially lead to the principalship.

- (3) Develop and implement a formalized mentoring program for associate principals, directors of instruction and assistant principals.
- (4) Provide continuous leadership development opportunities for current principals and other administrators.

### **Goal 5: Communications and Community Relations**

**The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.**

- (1) Establish a comprehensive communication plan that includes protocols and expectations for internal, external and social media communication.
- (2) Redesign district and campus websites.
- (3) Review and evaluate all district communications including MediaCast conversion and upgrade of TV Studio and Board Room.
- (4) Continue to increase parent, community and business involvement opportunities in all schools and throughout the district.

### **Goal 6: Financial and Operations Management**

The district will exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

- (1) Develop and manage an operating budget as approved by the Board of Trustees that reflect the objectives of the district improvement plan and that also ensures that budgeted expenditures do not exceed more than 1% of budgeted revenues.
- (2) Maintain an operating fund balance of at least 14% of expenditures.
- (3) Maintain an underlying bond rating of AA from the major bond rating agencies.

- (4) Provide funding for facilities, technology and program needs by selling bonds as evidenced by the completion of the bond sale.
- (5) Consider, review and evaluate the need for a future bond election for schools, technology, transportation and support facilities.

## **CAMPUS PLANNING / GOAL SETTING**

Every year, as required by state law, the Cypress-Fairbanks ISD Board of Trustees establishes goals that target a high standard for student achievement as the district's primary focus. A series of "support" goals lists priorities in other critical areas:

- personnel;
- safe schools;
- finance;
- community and business partnerships; and
- communication.

Each campus principal works with a committee of faculty, parents and business representatives to develop a Campus Improvement Plan (CIP) that addresses the student-learning goal and any of the support goals deemed relevant for that school's needs.

After conducting a comprehensive needs assessment, schools may create additional goals of their own. However, each campus plan must address:

- Academic Excellence Indicator System (AEIS) performance targets;
- the needs of at-risk students;
- continuous improvement for special education;
- initiatives supported by compensatory education funds;
- parent involvement;
- staff development;
- instructional use of technology; and
- violence prevention and bullying prevention.

Schools receiving Title I funding must include additional items for their plans to be in compliance.

The Board approves the campus performance objectives in the summer and reviews the CIPs in the fall. Throughout the year, campus administrators, parents and faculty evaluate the effectiveness of the current year's plan and modify goals and priorities, as needed.

To see the full text of CFISD's District Action Plan, or to view any school's CIP, visit the district website at [www.cfisd.net](http://www.cfisd.net).

## 2013-2014 SCHOOL CALENDAR

<b>Aug. 26</b> .....	<b>First Day of Classes</b>
Sept. 2 .....	Student / Staff Holiday
Oct. 14 .....	Professional Day / Student Holiday
Nov. 25-29 .....	Student / Staff Holidays
Dec. 23-Jan.3 .....	Student / Staff Holidays
Jan. 6 .....	Professional Day / Student Holiday
Jan. 20 .....	Student / Staff Holiday
Feb. 17 .....	Professional Day / Student Holiday / Inclement Weather Day
March 17-21 .....	Student / Staff Holidays
April 18 .....	Student / Staff Holiday
May 26 .....	Student / Staff Holiday
<b>June 5</b> .....	<b>Last Day of School</b>
June 6 .....	Professional Day / Inclement Weather Day

### ELEMENTARY SCHOOLS

1st Nine Weeks .....	Aug. 26 - Oct. 25
2nd Nine Weeks .....	Oct. 28 - Jan. 17
3rd Nine Weeks .....	Jan. 21 - March 28
4th Nine Weeks .....	March 31 - June 5

### SECONDARY SCHOOLS

#### (1st SEMESTER)

1st Grading Period .....	Aug. 26 - Oct. 4
2nd Grading Period .....	Oct. 7 - Nov. 8
3rd Grading Period .....	Nov. 11 - Dec. 20

#### (2nd SEMESTER)

4th Grading Period .....	Jan. 7 - Feb. 21
5th Grading Period .....	Feb. 24 - April 11
6th Grading Period .....	April 14 - June 5

### PROFESSIONAL DEVELOPMENT (PD) SCHEDULE

Aug. 16, 19-23 .....	Professional Days
Oct. 14* .....	Professional Day (Student Holiday)
Jan. 6 .....	Professional Days (Student Holidays)
Feb. 17 .....	Professional Day (Student Holiday)
June 6 .....	Professional Day

*\*Professional Day for Secondary Teachers / Parent Conferences for Elementary Teachers*

## Student Statistical Data



**Graduation Completion Rate\***..... (class of 2012) 50%

**Attendance Rate\***..... (2012-2013) 95.8%

**Student-Teacher Ratio\***..... 17.2 to 1

*\*Based on 2011-2012 Accountability Data Tables*

**Students on Free / Reduced Meals** ..... 50%  
*(as of Sept. 16, 2013)*

### STUDENT ENROLLMENT (Sept. 16, 2013)

High Schools	11	32,826
Middle Schools	17	24,966
Elementary Schools	53	53,545
Special Program Facilities (JJAEP)4		11
<b>Total</b>	<b>85</b>	<b>111,348</b>

### ETHNIC BREAKDOWN (Sept. 16, 2013)

African-American .....	16.51%
Asian .....	8.59%
Hispanic .....	43.6%
Multi-racial .....	2.3%
Native American.....	0.59%
Pacific Islander.....	0.08%
White .....	28.32%

## STAFF INFORMATION

### Professional/Administrative/Support

Admin. (Superintendent, Associate and Assistant Superintendents) .....	19
Curriculum Coordinators/Supervisors .....	168
Directors, Supervisors, Admin. Assistants, Support Staff .....	210
Special Ed. (Diagnosticians, Supervisors, Counselors, Curriculum).....	231
Principals and Assistant Principals .....	320
Directors of Instruction (Secondary and Middle).....	32
Counselors, Psychologists, Attendance Officers, Testing Coordinators .....	312
School Media Specialists .....	51
School Nurses .....	84
Vocational Support .....	4
<b>TOTAL .....</b>	<b>1,431</b>

### Classroom Teachers

6,105

Classroom Teachers .....	625
Special Education Teachers .....	27
Deaf Education Teachers .....	34
<b>TOTAL .....</b>	<b>6,757</b>

### Paraprofessionals

#### Secretaries:

School Secretaries, Assistant Secretaries, Clerks .....	522
Central Administration, Annex Secretaries, Clerks.....	231
Maintenance Secretaries .....	17
Food Service Secretaries .....	15
Transportation Secretaries .....	16
<b>TOTAL .....</b>	<b>801</b>

#### Aides:

Regular Aides (includes Chapter 1, Bilingual, etc.).....	853
Special Education and Deaf Education Aides .....	683
<b>TOTAL .....</b>	<b>1,536</b>

### Special Service Personnel

Bus Drivers .....	826
Mechanics .....	52
Custodians .....	635
Maintenance .....	170
Security .....	78
Distribution .....	37
Cooks and Service Personnel .....	1,061
Club Rewind Personnel .....	448
<b>TOTAL .....</b>	<b>3,307</b>
<b>GRAND TOTAL .....</b>	<b>13,832</b>

## **TEACHING STAFF**

A total of 7,759 teachers, counselors, supervisory personnel, attendance officers and administrators make up the professional staff of Cypress-Fairbanks ISD. Current salary ranges for teachers are:

- Bachelor's degree \$48,000 to \$72,430
- Master's degree \$50,000 to \$76,057
- Average salary for teachers \$52,688

### **DEGREES HELD BY TEACHING STAFF**

Bachelor's: 71.3% Master's: 28.3% Doctorate's: 0.04%

### **AVERAGE YEARS OF EXPERIENCE FOR TEACHERS**

11.62 years

### **ACCREDITATION**

CFISD is accredited by the Texas Education Agency.

### **Benefits Offered to CFISD Employees**

Cypress-Fairbanks ISD offers various benefits to employees including accumulation of sick leave and health insurance packages.

### **NONDISCRIMINATION**

Cypress-Fairbanks ISD is an equal opportunity employer and operates all educational programs without discrimination on the basis of race, color, age, national origin, gender or disability. The district complies with Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Any employee seeking information about grievance procedures should contact the associate superintendent for human resources and student services at 281-897-4030. Information related to student grievances is available in the office of each school's principal or by contacting the associate superintendent for human resources and student services at 281-897-4030.



## **2012-2013 Honors/Achievements**

### District

- Five-star rating from the Financial Allocation Study (FAST)
- Received “Gold” level status for the Leadership Circle Award, from the Office of Susan Combs, Texas Comptroller for Public Accounts
- Received a rating of *Superior Achievement* by TEA's Schools FIRST (Financial Accountability Rating System of Texas)
- CFISD website received A- for transparency (Sunshine Review)
- Ranked first in the state for academic and financial performance by Education Resource Group (ERG)
- Best Communities for Music Education (BCME) designation
- New Arrival Center (NAC) program received an honorable mention by the American School Board Journal
- CFISD and 30 of its schools were recipients of the Texas Comptroller's Texas Honors Circle Award
- Five schools were recognized by Texas Education Agency (TEA) as recipients of the Title 1 Part A Distinguished Performance Award (Danish, Hairgrove, Holmsley, Matzke and Sheridan elementary schools)
- Three schools were recognized nationally in the 2013 *Newsweek America's Best High Schools* rankings (Cypress Ranch, Cypress Creek and Cypress Falls high schools)

### Personnel

Christine Allen-Jackson	National Heroism Award Medal from the Boy Scouts of America
Adrienne Applewhite	“Stars in the Classroom” winner
Christie Arce	OfficeMax “A Day Made Better” winner
Stacey Armstrong*	UIL Sponsor Excellence Award winner
Scott Baker	Career Achievement Award from National Forensic League
Andrea Barnes*	Secondary Educator of the Year by the Association of Texas Professional Educators

## 2012-2013 Honors/Achievements

Lana Burns	James Madison Fellowship winner
Sgt. Joe Campbell	Refereed six Paralympics in sitting volleyball
Woody Champagne	600th career win
Donna Dunn	Key Influencer of Youth (Navy Recruiting), chosen to fly with the Blue Angels
Roy Garcia	Board of Directors (Texas Association for Supervision and Curriculum Development)
Anne Gill*	Outstanding Biology Teacher Award (National Association of Biology Teachers)
Felicia Hayes*	Outstanding High School Teacher (Texas Council for the Social Studies)
Adriel Ortiz	First place in Student Television Network Teacher Video Contest
Shannon Paige	Excellence in Education (Goldin Foundation Educators Forum)
Dave Schrandt	Board of Directors (National Association for the Education of Homeless Children and Youth); spoke on panel at congressional briefing
Cameron Stephen	Appointed to College Board national test development committee
Kathy Stephenson	500th career win
Gary Thiebaud	Inducted into the Greater Houston Football Coaches Association Hall of Honor
Tressia Thompson	OfficeMax "A Day Made Better" winner
Lizbeth Valdez	OfficeMax "A Day Made Better" winner
Matthew Wells	Vice President of the Science Teachers Association of Texas
Debbie Williams	Regional finalist for the HEB Excellence in Education Rising Star Teaching Award

*\*Wall of Fame Honorees*

<b>2013 SAT Results</b>				
<b>High School</b>	<b># of Students</b>	<b>Critical Reading</b>	<b>Math</b>	<b>Writing</b>
Cy-Fair	545	529	555	502
Cypress Creek	423	511	532	478
Cypress Falls	486	492	516	475
Cypress Lakes	326	462	484	454
Cypress Ranch	449	520	543	498
Cypress Ridge	327	474	494	453
Cypress Springs	307	451	462	431
Cypress Woods	462	530	541	506
Jersey Village	445	500	532	481
Langham Creek	410	504	534	480
Windfern	6	445	452	420
<b>CFISD</b>	<b>4,186</b>	<b>501</b>	<b>523</b>	<b>479</b>
Texas	172,870	477	499	461
National	1,660,047	496	514	488

<b>2013 SAT Results for Top 10 Percent</b>				
<b>High School</b>	<b>Critical Reading</b>	<b>Math</b>	<b>Writing</b>	
Cy-Fair	644	662	608	
Cypress Creek	614	640	582	
Cypress Falls	600	642	592	
Cypress Lakes	541	596	561	
Cypress Ranch	613	649	586	
Cypress Ridge	566	618	580	
Cypress Springs	575	577	518	
Cypress Woods	652	664	638	
Jersey Village	588	635	580	
Langham Creek	606	652	596	
<b>CFISD</b>	<b>602</b>	<b>636</b>	<b>587</b>	
Texas	476	495	461	
National	497	513	487	

<b>2013 ACT Results</b>						
<b>High School</b>	<b># of Students</b>	<b>English</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
Cy-Fair	220	21.6	23.9	23.0	23.2	23.1
Cypress Creek	199	21.1	22.8	22.2	22.2	22.2
Cypress Falls	136	20.0	22.8	21.4	21.6	21.6
Cypress Lakes	259	18.3	20.5	20.2	20.3	19.9
Cypress Ranch	294	21.8	23.7	23.5	23.1	23.1
Cypress Ridge	72	19.8	21.7	20.6	20.6	20.8
Cypress Springs	173	17.0	18.7	18.8	18.6	18.4
Cypress Woods	268	22.6	23.5	24.1	23.2	23.5
Jersey Village	157	21.1	23.7	22.9	22.4	22.7
Langham Creek	188	21.1	23.1	22.6	22.6	22.5
Windfern	1	23.0	25.0	19.0	23.0	23.0
<b>CFISD</b>	<b>1,967</b>	<b>20.6</b>	<b>22.5</b>	<b>22.2</b>	<b>22.0</b>	<b>21.9</b>
Texas	109,841	19.8	21.5	21.0	20.9	20.9
National	1,799,243	20.2	20.9	21.1	20.7	20.9

## 2012-2013 NATIONAL MERIT SCHOLARS AND COMMENDED STUDENTS

Merit Semi-Finalists:	35
*Commended Students:	103
National Achievement Scholars:	4
National Hispanic Scholars:	49

\*Commended Students are those who missed the cutoff for the honor of National Merit Semi-Finalists by only a few points. Many of these students are offered academic scholarships by their chosen colleges / universities. Selection of finalists is determined in February.

## TEA 2013 ACCOUNTABILITY RATING SYSTEM

The State of Texas Assessments of Academic Readiness, or STAAR, replaced the Texas Assessment of Knowledge and Skills (TAKS) program beginning in spring 2012.

In grades 3-8, students are tested in mathematics and reading. Students are also tested in writing in grades 4 and 7, science in grades 5 and 8, and social studies in grade 8.

STAAR end-of-course assessments are available for Algebra I, Biology, English I, English II, and U.S. History. Students who were freshman in 2011-2012 were the first class required to take the end-of-course assessments as a graduation requirement.

This system focuses on increasing postsecondary readiness of graduating high school students and helping to ensure that Texas students are competitive with other students both nationally and internationally. The rigor of items has been increased by assessing skills at a greater depth and level of cognitive complexity. In this way, the tests will be better able to measure a greater range of student achievement and establish stronger links to postsecondary readiness.

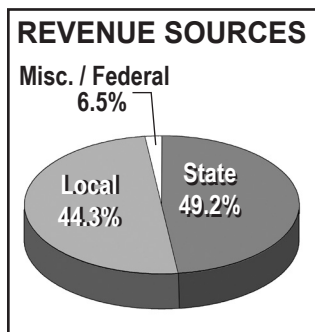
## 2013-2014 TAX RATE COMPARISONS

The chart below is a comparison of the estimated tax rates and taxes paid by a homeowner in Cypress-Fairbanks ISD with those paid by homeowners in several neighboring districts. Figures are based on a home valued by the Harris County Appraisal District at \$200,000.

District	Tax Rate	Homestead Exemption	Total Taxes
Spring	1.5700	\$15,000	\$2,904.50
Katy	1.5266	\$15,000	\$2,824.21
Humble	1.5200	\$15,000	\$2,812.00
Klein	1.4400	\$15,000	\$2,664.00
Tomball	1.3600	\$15,000	\$2,516.00
Aldine	1.3284	\$15,000	\$2,457.54
Alief	1.3200	\$15,000	\$2,442.00
<b>Cypress-Fairbanks</b>	<b>1.4500</b>	<b>20%+\$15,000</b>	<b>\$2,102.50</b>
Spring Branch	1.3945	20%+\$15,000	\$2,022.03
Houston	1.1567	20%+\$15,000	\$1,677.22

## 2013-2014 BUDGET

In June 2013, the Board of Trustees adopted a budget in the amount of **\$776,682,534**. The following is a breakdown by funds: the 2013-2014 operating budget, which includes **MAINTENANCE** and **OPERATIONS**, is funded with 44.3 percent from local funds (taxes), 49.2 percent from state funds, and 6.5 percent from federal or miscellaneous sources. **DEBT SERVICE** is funded from state and local funds. **FOOD SERVICE** is a self-supporting entity. **GRANT PROGRAMS** are funded entirely from state and/or federal funds. **CONSTRUCTION** is authorized by patrons and repaid in the debt service budget. Approximately 86.8 percent of the budget is allocated for personnel to accommodate continued student growth in the district, and other payroll costs such



as workers' compensation, unemployment compensation and health insurance.

## PER PUPIL EXPENDITURE

The total budgeted per pupil expenditure in **2013-2014** for the general maintenance and operations fund is **\$6,921**. Debt service represents a budget expenditure of **\$1,282 per pupil** and is budgeted in a separate fund.

# CAMPUS ENROLLMENT

*as of Sept. 16, 2013*

HIGH SCHOOLS		MIDDLE SCHOOLS	
CY-FAIR.....	3,539	ARAGON.....	1,645
CYPRESS CREEK.....	3,271	ARNOLD.....	1,584
CYPRESS FALLS.....	3,541	BLEYL.....	1,557
CYPRESS LAKES.....	3,534	CAMPBELL.....	1,229
CYPRESS RANCH.....	3,266	COOK.....	1,618
CYPRESS RIDGE.....	2,976	DEAN.....	1,551
CYPRESS SPRINGS.....	2,729	GOODSON.....	1,204
CYPRESS WOODS.....	3,149	HAMILTON.....	1,540
JERSEY VILLAGE.....	3,450	HOPPER.....	1,396
LANGHAM CREEK.....	3,151	KAHLA.....	1,448
WINDFERN.....	220	LABAY.....	1,527
<b>SPECIAL PROGRAM FACILITIES</b>		SALYARDS.....	1,499
ABC.....	22	SMITH.....	1,853
ALC.....	154	SPILLANE.....	1,310
Carlton Center.....	53	THORNTON.....	1,338
JJAEP.....	11	TRUITT.....	1,395
		WATKINS.....	1,272
ELEMENTARY SCHOOLS			
ADAM.....	947	LAMKIN.....	955
ANDRE'.....	1,300	LEE.....	906
AULT.....	961	LIEDER.....	1,015
BANE.....	882	LOWERY.....	853
BANG.....	1,009	MATZKE.....	932
BIRKES.....	1,294	McFEE.....	1,238
BLACK.....	1,017	METCALF.....	961
COPELAND.....	1,046	MILLSAP.....	781
DANISH.....	1,099	MOORE.....	929
DURYEA.....	1,019	OWENS.....	973
EMERY.....	877	POPE.....	957
EMMOTT.....	831	POST.....	1,103
FARNEY.....	1,123	POSTMA.....	996
FIEST.....	1,126	REED.....	985
FRANCONE.....	1,022	RENNELL.....	1,095
FRAZIER.....	1,066	M. ROBINSON.....	1,022
GLEASON.....	880	A. ROBISON.....	931
HAIRGROVE.....	940	SAMPSON.....	1,169
HAMILTON.....	984	SHERIDAN.....	866
HANCOCK.....	1,062	SWENKE.....	1,266
HEMMENWAY.....	839	TIPPS.....	1,305
HOLBROOK.....	1,087	WALKER.....	1,117
HOLMSLEY.....	894	WARNER.....	943
HORNE.....	1,101	WILLBERN.....	970
JOWELL.....	955	WILSON.....	1,050
KEITH.....	850	YEAGER.....	1,050
KIRK.....	966		

## **REGISTRATION INFORMATION**

Children entering kindergarten for the first time must be 5 years old on or before Sept. 1. Cypress-Fairbanks ISD offers full-day kindergarten on all campuses. A half-day pre-kindergarten is offered for children 4 years of age on or before Sept. 1 if they meet at least one of the following criteria: they are unable to speak and comprehend the English language; they are from a family whose income, according to standards set by the State Board of Education, is at or below subsistence level; they are homeless; they have a parent who is an active member of the military (or injured, MIA or killed while on active duty); or they have been in foster care of the Department of Family and Protective Services.

Students registering for pre-kindergarten based on the inability to speak English will be given a language-proficiency test. Parents of students registering for pre-kindergarten based on low income levels must furnish a W-2 form and/or paycheck stubs for the last 30 days prior to enrolling. *(More details are available at [www.cfisd.net](http://www.cfisd.net).)*

Students enrolling in CFISD for the first time will need: a certified copy of their birth certificate; an immunization record from a previous school or a validated record from a physician or a public health clinic; a report card from a previous school; TAKS scores; and a Social Security card, if available. Parents must provide proof of residence in CFISD. In addition, high school students registering in grades 10-12 are strongly encouraged to bring an unofficial transcript when they register. Parents are expected to accompany their children during registration. Any parent who is unsure which school his/her child should attend may call 281-517-2187 or refer to the Campus/School Locator at [www.cfisd.net](http://www.cfisd.net) for assistance.

## **HEALTH SERVICES**

Staff members of the school health services program include licensed professional nurses (RNs) dedicated to protecting and promoting the welfare of people. The primary purpose of the Cypress-Fairbanks Health Services Program is the optimal maintenance, promotion, protection and improvement of students, staff members and members of the community. The goals of the school health services program are to:

- augment health instruction which guides students toward reaching full capacity as individuals who make responsible decisions about personal, family and community health;
- advocate and help provide an environment conducive to the promotion and maintenance of health;
- detect and provide nursing care for any physical condition which impedes learning or threatens optimum health (nursing care is defined as assessment, intervention, counseling and/or referral of any physical conditions);
- provide liaisons for schools, homes, community agencies, physicians and other health personnel;

- provide a physical, mental and emotional health advocate for children within the district;
- achieve acceptable levels of compliance with federal, state and local health regulations;
- maintain and utilize current individual and collective health data;
- provide learning and growth experiences for staff members; and
- evaluate the program's effectiveness.

### 2013-2014 IMMUNIZATION REQUIREMENTS

This chart summarizes the vaccine requirements incorporated in Title 25 Health Services, 97.61-97.72 of the Texas Administrative Code. Students will not be allowed to enroll if his/her immunization records are not presented to the school upon enrollment and if the student's immunization records are not current. Cypress-Fairbanks ISD requests that the immunizations be presented at the beginning of the semester in which they are required.

The following immunizations are required for all Texas students:

VACCINE REQUIRED <small>(Attention to notes / footnotes)</small>	MINIMUM NUMBER OF DOSES REQUIRED BY GRADE LEVEL				
	K-4th	5th-6th	7th	8th-11th	12th
<b>DTaP/DTP/DT/Td</b> <i>(Diphtheria/Tetanus/ Pertussis)</i> <sup>1</sup>	5 doses or 4 doses	5 doses or 4 doses	3 doses	3 doses	3 doses
<p><b>Note:</b> 5 doses of DTaP/DTP/DT/Td vaccine; one dose must have been received on or after the 4th birthday. However, 4 doses meet the requirement if the 4th dose was received on or after the 4th birthday. For students age 7 years and older, 3 doses meet the requirement if one dose was received on or after the 4th birthday.</p>					
<b>Tdap</b> <i>(Tetanus/Diphtheria/ Pertussis)</i>			1 Tdap/Td booster within last 5 years	1 Tdap/Td booster within last 10 years	1 Tdap/Td booster within last 10 years
<p><b>Note:</b> For 7th grade: 1 dose of Tdap is required if at least 5 years have passed since the last dose of tetanus-diphtheria-containing vaccine. For 8th-12th grade: 1 dose of Tdap is required when 10 years have passed since the last dose of tetanus-diphtheria-containing vaccine. Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.</p>					
<b>Polio</b> <sup>1</sup>	4 doses or 3 doses	4 doses or 3 doses	4 doses or 3 doses	4 doses or 3 doses	4 doses or 3 doses
<p><b>Note:</b> 4 doses of polio; one dose must be received on or after the 4th birthday. However, 3 doses meet the requirement if the 3rd dose was received on or after the 4th birthday.</p>					



VACCINE REQUIRED <small>(Attention to notes / footnotes)</small>	MINIMUM NUMBER OF DOSES REQUIRED BY GRADE LEVEL				
	K-4th	5th-6th	7th	8th-11th	12th
<b>MMR</b> <sup>1,2</sup> <i>(Measles, Mumps and Rubella)</i>	2 doses	2 doses	2 doses	2 doses	2 doses
<b>Note:</b> <i>The first dose of MMR must be received on or after the 1st birthday. For K through 4th grade, 2 doses of MMR are required. For 5th – 12th grade the requirement is 2 doses of a measles-containing vaccine, and one dose each of rubella and mumps vaccine.</i>					
<b>Hepatitis B</b> <sup>2</sup>	3 doses	3 doses	3 doses	3 doses	3 doses
<i>For students aged 11-15 years, 2 doses meet the requirement if adult hepatitis B vaccine (Recombivax) was received. Dosage and type of vaccine must be clearly documented. (Two 10 mcg/1.0 ml of Recombivax).</i>					
<b>Varicella</b> <sup>1,2,3</sup>	2 doses	1 dose	2 doses	2 doses	2 doses 1 dose
<i>The first dose of varicella must be received on or after the first birthday. 2 doses are required for KG - 4th; 7th-11th grades. 1 dose is required for all other grade levels. For any student who receives the first dose on or after 13 years of age, 2 doses are required.</i>					
<b>Meningococcal</b>			1 dose	1 dose	1 dose (Grades 9-10)
<b>Hepatitis A</b> <sup>1,2</sup>	2 doses				
<i>The first dose of hepatitis A must be received on or after the first birthday.</i>					

<sup>1</sup> Receipt of the dose up to (and including) four days before the birthday will satisfy the school entry immunization requirement.

<sup>2</sup> Serologic confirmation of immunity to measles, mumps, rubella, hepatitis A/B or varicella or serologic evidence of infection is acceptable in place of vaccine.

<sup>3</sup> Previous illness may be documented with a written statement from a physician, school nurse or the student's parent or guardian containing wording such as: "This is to verify that (name of student) had varicella disease (chickenpox) on or about (date) and does not need varicella vaccine." This written statement will be acceptable in place of any and all varicella vaccine doses required.

## EXEMPTIONS

The law allows: (a) physicians to write a statement stating that the vaccine(s) required would be medically harmful or injurious to the health and well-being of the child; and (b) parents/guardians to choose an exemption from immunization requirements for reasons of conscience, including a religious belief. The law does not allow parents/guardians to elect an exemption simply because of inconvenience (for example, a record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem). For students needing medical exemptions, a written statement by the physician should be submitted to the school. Instructions for requesting the official exemption affidavit that must be signed by parents/guardians choosing the exemption for reasons of conscience, including a religious belief, can be found at [www.immunizetexas.com](http://www.immunizetexas.com).

## FOOD SERVICE PROGRAM

Cypress-Fairbanks ISD participates in the National School Lunch and Breakfast (NSLB) Program: It is the intent of this federally funded program that all students have the opportunity to have lunch and breakfast at school regardless of their ability to pay. Families whose income is at or below the current eligibility income scale may receive free and reduced-price meals for their student.

**BREAKFAST:** Breakfast is available at all schools and consists of an entrée, juice and milk. Breakfast prices are \$1 for elementary students, \$1.25 for secondary students and \$1.50 for adults.

**LUNCH:** Hot lunches are available at every school cafeteria. Lunches consist of a lunch entrée, vegetable, fruit, bread/grain and milk. Plate lunch prices are \$2 for elementary students, \$2.25 for secondary students and \$3 for adults. A variety of *a la carte* items are available in both elementary and secondary schools. In addition, entrée salads and lunch boxes are offered at every school.

### FREE AND REDUCED-PRICE MEAL INFORMATION:

- Families whose income is at or below the current income eligibility scale may receive free or reduced-price meals.
- Free and reduced-price meal applications are available at each campus and online at [freeandreduced.cfishd.net](http://freeandreduced.cfishd.net).
- Any child who is eligible for a free or reduced-price lunch is also eligible for a free or reduced-price breakfast.
- Reduced-price lunch is 40 cents.
- Reduced-price breakfast is 20 cents.

The Child Nutrition Department's menu is designed with good nutrition in mind. Building from the *Guidelines for Americans* and [ChooseMyPlate.gov](http://ChooseMyPlate.gov), school lunches provide 1/3 of the Recommended Dietary Allowance (RDA) and school breakfasts provide 1/4 of the RDA.

**Vary your veggies and focus on fruit.** School lunches offer fruits and vegetables every day. Fresh fruits such as melons, grapes, pears, apples and bananas are offered when in season.

**Get your calcium rich foods every day.** The school lunch program provides 1-percent white milk and fat free flavored milk. Yogurt is available for breakfast and lunch.

**Make half your grains whole.** All of our grain items are 51% or more from whole grains.

**Know your limits.** Children and adults should choose a diet low in saturated fat and cholesterol and moderate in total fat. School lunches average approximately 30 percent calories from total fat and 10 percent calories from saturated fat over a 5 day period. There are no fryers on any school campus. The Child Nutrition Department evaluates food on taste, appearance and nutrient profile.

**Children and adults should eat a variety of foods in moderation.** School lunches are designed to offer a variety of foods in moderation. Portion sizes are weighed and/or measured to ensure compliance with the National School Lunch and Breakfast Program as well as the state requirements from Texas Department of Agriculture (TDA). A variety of food choices consumed in moderation helps children and adults achieve a variety of nutrients while maintaining an adequate calorie level.

## **ACADEMIC INFORMATION**

### **HIGH SCHOOL**

Cypress-Fairbanks high schools operate under a semester system with two semesters equaling one school year. Each semester is divided into three reporting periods. Students take seven classes per day which are 50 minutes in length. A year's work will provide students with one credit in each course taken. Additional credits may be earned through summer school, correspondence and credit-by-exam. Accelerated (K-level) courses are offered in English, mathematics, science, foreign language, social studies, gifted/talented education, computer science and art.

#### **Graduation Requirements for the Classes of 2014 and Beyond**

Students who enter the ninth grade in the **fall of 2010 and thereafter** must enroll in courses necessary to complete the *RHSP* or the *DAP\** unless the student, parent and a school counselor agree that the student should be permitted to take courses under the *MHSP*. Students should study the table listed on the next page which outlines requirements for the *RHSP* and the *MHSP*. Then, using a list of course descriptions that follow, students should select and register for courses. Note that students graduating under the *RHSP* will need to schedule additional courses not required for the *MHSP*. Counselors at each high school will provide all other information necessary for students to complete registration.

## Graduation Requirements

Courses	Recommended High School Program	Minimum High School Program	Notes
English	4	4	Business English may be taken in the place of English IV for the Minimum High School Program.
PACE (Personal, Academic and Career Exploration)  or  PACE Plus	½  or  1	½  or  1	<ul style="list-style-type: none"> <li>• One-half credit is required in grade 9.</li> <li>• One credit is required for all 9<sup>th</sup>-grade students who did not pass all 8<sup>th</sup>-grade core academic classes (language arts, reading, math, science and social studies) and who have not met the state standards on any 8<sup>th</sup>-grade reading, math, science and social studies state assessments.</li> <li>• Beginning ESL students, intermediate ESL students and special education students in need of support are also required to take this year-long class.</li> </ul>
Mathematics	4  Algebra I,  Geometry,  Algebra II, and an additional math course	3  must include Algebra I, Geometry	<ul style="list-style-type: none"> <li>• Math Models with Applications may satisfy the requirement for the additional math credit only if taken <u>prior</u> to Algebra II.</li> <li>• AP Computer Science may satisfy the requirement for the additional math credit only if taken after successful completion of Algebra II.</li> <li>• Four mathematics courses will be included in a student's GPA calculation. If a student took Algebra I in 8<sup>th</sup> grade and takes four math courses in grades 9-12, the four math courses taken in high school will be included in the student's GPA. But, if a student took Algebra I in 8<sup>th</sup> grade and takes only three math courses in grades 9-12, the Algebra I course will be included in the student's GPA calculation. Algebra I taken at any time will carry L-level grade points.</li> </ul>
Science	4  Biology, Chemistry, and Physics and an additional science course	2  Integrated Physics and Chemistry,  Biology  or  3  Biology, Chemistry, and Physics	<ul style="list-style-type: none"> <li>• Integrated Physics and Chemistry may satisfy the requirement for the additional science credit if taken <u>prior</u> to Chemistry and Physics.</li> <li>• All students entering high school in fall 2010 or beyond will take Biology in ninth grade.</li> </ul>
U.S. History	1	1	
World History	1	1	
World Geography	1		
Government	½	½	
Economics	½	½	
Health  or  Principles of Health Science	½  or  1	½  or  1	<ul style="list-style-type: none"> <li>• Health may be taken in any grade or taken through correspondence, summer school, or through credit-by-exam.</li> </ul>

Physical Education	1	1	<ul style="list-style-type: none"> <li>Students may earn a maximum of four (4) credits in PE toward graduation—including athletics. Students enrolled in the regular PE program must take Foundations of Personal Fitness.</li> <li>Students may meet the PE requirement through after school participation in the fall semester of marching band and cheerleading, and both semesters of drill team and JROTC. Students may also meet the physical education requirement if they participate in a district-approved Olympic caliber, off-campus training program.</li> <li>Physical Education credit may be earned through approved correspondence courses.</li> </ul>
Languages other than English (Foreign Language)	2		<ul style="list-style-type: none"> <li>Students may take any two levels of the same foreign language to meet the requirements for the Recommended High School Program. Foreign language credits earned in middle school will count toward this requirement.</li> </ul>
Speech	½	½	<ul style="list-style-type: none"> <li>These courses meet the requirement: Professional Communications (½), Communication Applications (½), Debate I (1) or Oral Interpretation I (1).</li> </ul>
Fine Arts	1	1	<ul style="list-style-type: none"> <li>Approved fine arts courses include art, music, dance and theatre courses.</li> </ul>
Academic Elective: World Geography or Science Elective		1	
Electives	4½	3½ to 5½	<ul style="list-style-type: none"> <li>Must be state-approved courses.</li> </ul>
<b>Total State Credits Required</b>	<b>26</b>	<b>22</b>	

### Distinguished Achievement Program

Students desiring to earn the Distinguished Achievement Program transcript must complete the requirements for the Recommended High School Program plus **one additional credit in languages other than English (foreign language)** and any combination of four advanced measures selected for the following options:

A score of three or above on The College Board Advanced Placement Examination.

A grade of 3.0 or higher on courses that count for college credit, including tech-prep programs and dual credit courses.

Original research/project conducted under the direction of mentor(s) reported to an appropriate audience and judges by a panel of professionals in the field that is the focus of the project. Original research may not be used for more than two measures.

A score on the PSAT that qualifies a student for recognition in one of these ways: (1) Commended Scholar or higher by the National Merit Scholarship Corporation, (2) National Achievement Scholarship Program for Outstanding Black Students, or (3) National Hispanic Scholar Program. *Note: The PSAT Score may only count as one advanced measure, regardless of the number of honors received by the student.*

**Note:** *Math Models with Applications and AP Computer Science may not serve as math credits on the Distinguished Achievement Program (DAP). Additionally, Integrated Physics and Chemistry may not serve as a science credit on the DAP.*

## Advanced High School Courses Offered in CFISD High Schools

English	Science (continued)
English I K or HORIZONS	Physics AP B or HORIZONS
English II K or HORIZONS	Physics AP C or HORIZONS
English III K, AP or HORIZONS	Environmental Science AP or HORIZONS
English IV K, AP or HORIZONS	Anatomy & Physiology K
Debate III K*	Earth & Space Science K or HORIZONS
Independent Study in Speech-Debate IV K*	Languages
Journalism III K	Spanish III K
College Prep K or HORIZONS*	Spanish IV-V K or AP
Mathematics	Spanish VI K
Geometry K or HORIZONS	Spanish for Native Speakers III K
Algebra II K or HORIZONS	Spanish for Native Speakers IV AP
College Algebra K or HORIZONS	French III K
Pre-Calculus K or HORIZONS	French IV AP
Calculus AP AB or HORIZONS	French V K
Calculus AP BC or HORIZONS	French VI K
Statistics AP or HORIZONS	German III K
Advanced Quantitative Reasoning K	German IV AP
Social Studies	German V K
World History K, AP or HORIZONS	German VI K
World Geography K or HORIZONS	Latin III K
World Area Studies K or HORIZONS	Latin IV AP
Psychology AP or HORIZONS	Latin V K
U.S. History K, AP or HORIZONS	Latin VI K
European History AP or HORIZONS	Technology Applications
Human Geography AP or HORIZONS	Computer Programming K
Government K, AP or HORIZONS	Computer Science AP
Economics K or HORIZONS	Advanced Computer Science K
Macro Economics AP or HORIZONS	Computer Science-Problems / Solutions K
Micro Economics AP or HORIZONS	Internetworking Technologies I K
Comparative Government & Politics AP or HORIZONS	Internetworking Technologies II K
Science	Fine Arts
Biology K or HORIZONS	Art III or IV AP - Drawing
Biology AP or HORIZONS	Art III or IV AP - Two-Dimensional
Chemistry K or HORIZONS	Art III or IV AP Three-Dimensional
Chemistry AP or HORIZONS	Art History AP
Physics K or HORIZONS	Music Theory AP

### Participation in Commencement

To be eligible to participate in commencement exercises, students must meet state graduation requirements through having earned a minimum of 22 credits in designated courses.

### Honor Graduate Designations

The district recognizes honor graduates meeting the following standards: summa cum laude (6.5 GPA), magna cum laude (6.25 GPA) and cum laude (6.0 GPA).

## **Additional High School Opportunities:**

More than 230 courses prepare students for college and/or careers. Courses are designed to meet the needs of individual differences and interests. Additional opportunities include:

- **Summer school** provides makeup work and enrichment.
- **Dual credit** courses are offered in some subjects. These courses allow high school students the opportunity to earn high school and college credit for the same course.
- The **career and technology program** offers pre-employment lab courses in business, computer programming, networking technologies, health science, culinary arts, cosmetology, welding, auto technician and early childhood professions. Students may also participate in career preparation co-op and apprenticeship programs.
- A comprehensive **music program** is offered in band, orchestra and choral music.
- **Athletic teams** for boys and girls are widely recognized in Texas University Interscholastic League (UIL) competition.
- **School libraries** provide balanced collections of books, magazines and media. Electronic databases allow researching from school and home.
- Students compete successfully in **Texas UIL literacy events** in various academic areas.
- Many students participate in a variety of **co-curricular** and **extracurricular clubs**, organizations and activities.
- All high schools have **fully-equipped laboratories** in science, family and consumer sciences, career and technology, office education, technology applications and photography.

## MIDDLE SCHOOL

Middle schools consist of grades six, seven and eight. Students are enrolled in seven classes per day, and each class period is approximately 45 minutes in length.

### Required Sixth-Grade Courses:

- English Language Arts
- Reading
- Mathematics
- Science
- Contemporary World Cultures
- Physical Education/Health
- One elective is selected from Choir/Art/Speech, Art/Choir/Theater Arts, Band and Orchestra

### Required Seventh-Grade Courses:

- English Language Arts
- Science
- Texas History
- Mathematics
- Computer Literacy\*
- Physical Education\*\*

1½ to 2½ electives may be chosen from French IA or French, Spanish IA or Spanish I, Spanish for Native Speakers II/III K, Art, Reading, Journalism, Speech, Theater Arts, Touch System Data Entry (Keyboarding), Band, Orchestra, Concepts of Engineering and Technology, Principles of Manufacturing, Career Portals: Family and Consumer Sciences, Exploring Foods and Fabrics and Teen Leadership.

### Required Eighth-Grade Courses:

- English Language Arts
- Mathematics
- Science
- United States History
- Computer Literacy\*
- Physical Education\*\*

1½ to 2½ electives may be chosen from French I, Spanish I, Spanish B, Spanish II, Spanish for Native Speakers II/III K or IV AP, German I, Latin I, Art, Journalism, Speech, Theater Arts, Touch System Data Entry (Keyboarding), Orchestra, Band, Reading, Teen Leadership, Concepts of Engineering and Technology, Principles of Manufacturing, Career Portals: Family and Consumer Sciences, Exploring Foods and Fabrics, Principals of Human Services and Hospitality/Tourism, Introduction to Web Mastering, Introduction to Computer Science and Business Information Management I.

*\* All seventh- and eighth-grade students receive instruction in a computer literacy program through the collaborative efforts of English, mathematics, social studies and science teachers.*

*\*\*Students must take a total of three semesters of physical education in grades seven and eight.*



**Note:** Depending on skill proficiency, middle school students may be required to take additional language arts, reading or math courses in lieu of electives. Decisions will be based on STAAR test scores.

**High school credit** for Algebra I, French I-II, Spanish I-II, Spanish for Native Speakers II-IV K, German I, Latin I, Professional Communications, Intermediate Professional Communications, Art I, Touch System Data Entry (Keyboarding), Business Information Management I, Principles of Human Services and Hospitality/Tourism, Concepts of Engineering and Technology and Principles of Manufacturing are offered for seventh- or eighth-grade students meeting certain standards.

**Additional Middle School Opportunities:**

Organized athletics are offered to students interested in competitive sports beginning in the seventh grade.

## **ELEMENTARY SCHOOL**

Various grouping arrangements—**heterogeneous, homogeneous, small group, large group, one-to-one, literacy groups, work stations, flexible subgroups**, etc.—are used to personalize the instructional program and to help all students receive the type of assistance needed to be academically successful. In addition to a principal, assistant principals and instructional specialists, every elementary faculty includes at least one full-time counselor, a nurse, a speech and language clinician, a reading specialist, a librarian and specially-trained teachers for kindergarten, special education programs, art, music, physical education, gifted/talented education, English as a Second Language and content-area liaisons. Some schools include specialized staffing for Small-group Reading Intervention, pre-kindergarten, high at-risk enrollments, bilingual classes and alternative behavior management programs. All campuses have also been trained in the district’s behavior management program—Building Better Relationships.

The elementary **computer technology program** follows the state’s long-range technology plan which calls for the gradual implementation of computer applications at the campus level. Priority applications for the next several years will focus on tool-based applications and software reinforcement for content-area objectives and skills—with the use of technology shifting more from the hands of teachers to the hands of students.

At the elementary level, students in grades K-5 use the computer for: writing; keyboarding; math problem solving; math skills reinforcement; multimedia presentations; data retrieval; accelerated reading; geography skills; online research; PowerPoint presentations by students and teachers; and science applications.

Every kindergarten teacher has two computers in the classroom; mini-lab configurations are being utilized in grades 1-5 for classroom applications in all subject areas; banks of wireless laptops are also being added to

campus inventories of technology hardware.

The elementary science program is enhanced by a unique instructional support system—the Science Resource Center (SRC)—which is staffed by a full-time curator and lab technicians. They conduct a variety of classroom science demonstration programs in the elementary schools at the teacher's request. They also maintain a wide range of supplemental science materials for school checkout. The SRC also provides on-site grade-level tours and field trips to the district's Nature Trails.

Enrichment and extension experiences and activities are included in the curriculum courses of study at all grade levels during the school day and as extended-day programs.

Schools may choose to participate in academic competitions—spelling bees, writing competitions, music memory contests and math contests—to encourage the special interests and talents of all students. A variety of student clubs and special projects, such as art exhibits, science fairs, math clubs, sports/athletics clubs and student councils, have been developed at individual campuses based on student and faculty interests.

The elementary program pivots around the Learning Resource Center (LRC) which contains a vast array of supplemental audio/visual materials, both electronic and hard copy reference resources and recreational reading materials. Each LRC is directed by a certified media specialist/librarian.

Enrichment programs in reading, language arts and math are offered during summer school to students. (Registration fees are required)

Progress reports are sent to parents after the fourth week of the reporting period and report cards are sent each nine weeks, with options for parent conference times being offered for students not performing satisfactorily in their schoolwork. Conferences may also be initiated by teachers or parents at any time during the year to discuss academic or behavioral concerns.

## **SPECIAL EDUCATION SERVICES**

The Special Education Department provides educational services to more than 8,200 students with disabilities throughout the district. These students have demonstrated an educational need for specialized services and have met the eligibility criteria specified in the State Board of Education rules. Students may be eligible for services from age 3 through age 21. Students with hearing and vision disabilities may receive services from birth. All students receiving services through special education are placed there by an Admission, Review and Dismissal (ARD) committee and have an Individual Education Plan (IEP) designed by the committee. Services are offered to students with: auditory impairment, autism, deaf/blind, emotional disturbance, learning disability, intellectual disability, orthopedic impairment, other health impairment, speech impairment, visual impairment, traumatic brain injury and non-categorical early childhood.

## **Instructional arrangements for special education students:**

- At the elementary level, resource, in-class support and speech therapy services are available on all campuses. Preschool Programs for Children with Disabilities (PPCD), Adaptive Behavior (AB) and Learning in Functional Environments (LIFE Skills) classes are provided at selected campuses. At the secondary level, resource, in-class support, facilitation, adaptive behavior, LIFE Skills classes and speech therapy services are available on all campuses.
- As part of the Northwest Harris County Cooperative for the Hearing Impaired, classes for qualifying students with auditory impairments are offered at Birkes Elementary, Hancock Elementary, Campbell Middle School and Cypress Ridge High School. In addition to the on-site locations, students are served by itinerant teachers, speech pathologists, counselors and an audiologist.
- Other program options include Dorothy Carlton Center, Adaptive Behavior Center, home-bound/hospital, adaptive physical education and itinerant services for students with visual impairments.

Related services may include psychological services, occupational therapy, physical therapy, music therapy, orientation mobility training, school health services, assistive technology and special transportation.

Education in the **Least Restrictive Environment (LRE)** with the use of supplementary aids and services is a central factor considered for students needing special services. A continuum of services is utilized to afford students the appropriate support given to address their unique needs. Teaching models such as in-class support are utilized to support education in the least restrictive environment.

## **DEPARTMENT OF PSYCHOLOGICAL SERVICES**

The district's department of psychological services includes 24 staff members who are licensed specialists in school psychology, 16 of whom are also licensed psychologists. There are also eight psychology interns who are in an American Psychological Association accredited pre-doctoral Professional Psychology Intern Training program. The department has been recognized as the most outstanding in Texas four times.

Each psychologist is assigned to several of the district's schools where he/she provides a variety of direct and indirect services to students including consultation, counseling and assessment. Special focus is generally placed on students with emotional disabilities, autism spectrum disorders and attention problems whether they are in general education, served under section 504 or in special education programs. Interns work under the supervision of the licensed psychologists at assigned schools for the entire year they are in CFISD.

Psychological services staff members are involved with a number of districtwide programs including crisis intervention, suicide prevention, the district safety committee and participation in the development of district

programs that will assist students, their parents and district employees.

## **CURRICULUM & INSTRUCTION AND ACCOUNTABILITY INITIATIVES**

**Overview:** The CFISD staff works to enhance the curriculum and instruction program to ensure that students develop the skills and abilities necessary for dealing with the complexities of the 21st century. Current trends indicate that productive, successful citizens must possess sophisticated skills and abilities in reading, writing, technology, problem-solving, decision-making and critical-thinking. The following descriptions provide snapshots of selected curricular initiatives undertaken by the district:

(1) **Achieve 3000:** Achieve 3000, a web-based, leveled-reading program, provides individualized reading and writing instruction. This interactive reading program e-mails high interest and engaging non-fiction articles to students daily. Students may access the program at school or at home.

(2) **Campus Improvement Plans (CIP):** Each campus annually develops a CIP with the principal directing the efforts of teachers, parents, community representatives and students, as appropriate to increase student success. Work on the CIP begins with the campus conducting a comprehensive needs assessment. Once the strengths and needs have been identified, the campus determines the CIP strategies. Each plan focuses on student learning in the core content areas, the state-mandated curricula, campus culture, student safety, attendance, college and career readiness and high school completion rate. Each of the aforementioned areas include performance objectives to guide the campus in improving performance throughout the school year. Campus improvement plans may be accessed via the CFISD website at <http://www.cfisd.net/dept2/campusimprove/studentachievement.htm>.

(3) **Curriculum Specialists and Curriculum Coaches:** The district provides curriculum specialists to work with students as an additional instructor and to provide students with extended learning time. The district also provides curriculum coaches to work with campus teachers on developing lesson plans, including selection of instructional strategies and creation of learning materials.

(4) **Learning Styles/Learner Types:** This initiative allows school leaders to develop responsive, personalized and differentiated classrooms. Differentiation is simply a teacher attending to the learning needs of a particular student or small group of students, rather than teaching a class as though all individuals in it were basically alike.

(5) **Mega-monitoring:** Effective schools collect classroom observation data about the instructional process. When school leaders have a clear, objective picture of what is happening in the classroom, they can establish standards for practice, guide professional learning, support reflective dialogue and

develop best practices among faculty. Through brief classroom visits (mega-monitoring), using research-based tools and data collection software on a handheld device, instructional leaders can quickly collect data about critical instructional practices. Reflective discussions on the classroom walkthrough data lead to action planning, which guides instruction and classroom practice. Over time, classroom observational data reveals patterns of practice. Instructional leaders use this data to direct coaching efforts, provide professional development opportunities for individuals or groups of teachers and suggest professional learning for the whole school.

(6) **New Arrival Center (NAC):** The NAC program offers an innovative approach to meet the needs of students who are immigrants to the United States. The one-year program is designed to motivate students and accelerate the acquisition of the English language through an accelerated learning model. The NAC programs are located at five middle schools, four high schools and four elementary schools. Although the goal of the program is to increase each student's language proficiency by one level, results indicate the majority of students increase two or more language proficiency levels after participating in the NAC program for one year.

(7) **PLATO:** In an effort to support students at risk of dropping out of school, CFISD utilizes the PLATO learning program for credit reclamation. This web-based curriculum allows students to self-pace through their coursework.

(8) **READ 180:** READ 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. Students in grades 4, 5 and 7-12 participate in this program, as well as special education students in grades 6-12. The program directly addresses individual needs through adaptive and instructional software, high-interest literature and direct instruction in reading and writing skills.

(9) **Research-based Strategies:** District teachers plan their lessons featuring strategies proven by research to be the most effective in producing high student achievement levels. Examples of these are Quantum Learning and the strategies, as identified in Robert Marzano's "Classroom Instruction That Works." These include: (a) identifying similarities and differences; (b) summarizing and note-taking; (c) reinforcing effort and providing recognition; (d) homework and practice; (e) nonlinguistic representations; (f) cooperative learning; (g) setting objectives and providing feedback; (h) generating and testing hypotheses; and (i) questions, cues and advance organizers.

(10) **Science Resource Center (SRC):** The SRC provides the animals, equipment and experiments which help teachers make academic subjects come alive for students. A guinea pig, ring-necked dove and bearded dragon are just some of the animals that students may learn about from close observation. Science lab kits are prepared and distributed to science teachers throughout the school year.

(11) **Teacher Training:** Throughout each school year, including summer, teachers attend mini-courses, workshops and conferences for ongoing professional development. Courses are provided at the campus level as part of the Campus Improvement Plan (CIP) and at the district level as a means of providing curriculum updates, research-based strategies and technology training. The district has provided additional opportunities for quality professional development by making training more accessible and convenient with the addition of multiple online professional development opportunities. These include elementary and secondary curriculum District Time Equivalency classes and online resources in the areas of Classroom Management (*Building Better Relationships*) and Research-based Effective Instructional Strategies. Training programs offered through Harris County and Region IV Education Service Center are advertised in each building.

## **TECHNOLOGY**

The district's use of technology for both instructional and administrative applications continues to increase, consistent with state and national objectives. From an instructional standpoint, the district is aggressively deploying both personal computers and networking technologies to enable students and teachers to take advantage of instructional software and networking resources such as the Internet and the district's internal network. The Texas Essential Knowledge and Skills (TEKS) and the State of Texas Long Range Plan for Technology form the foundation upon which these initiatives are based. These plans, along with the district's plan, emphasize increasing access to technology for students and teachers, increasing teacher training and developing a highly capable technology infrastructure.

The district uses technology in a variety of instructional settings from kindergarten through high school. Our goal is to maintain the student-to-computer ratio of 2.75 students per computer. Combining these computers with the district's high-speed network allows students and teachers to use resources such as digital libraries and filtered Internet websites from all computers at the campus. The district has deployed video conferencing, digital projectors, interactive marker boards, online courses and wireless technologies to extend and enhance learning opportunities.

This array of capable resources and the district's focus on teacher training provides students and teachers with significant opportunities to use technology in ways not previously available and places the district in a position to continue to excel and meet the challenges of the 21st Century.

## **TRANSPORTATION**

The future as a nation depends on the education of today's young people. Not only is an effective transportation system an integral part of making a quality education available to students, it is also one of the most visible aspects of the school system to the community. On a typical day, district buses transport approximately 70,000 students, complete approximately 3,400 trips to and from campuses and provide transportation for approximately 13,000 field trips annually. The purpose of the transportation department is to provide service to the students of the district in a safe, efficient and courteous manner. In keeping with this purpose, drivers must:

- (as well as attendants and mechanics) undergo a criminal background record check and drug/alcohol screening before being hired;
- have acceptable driving records as determined by the Texas Department of Public Safety. These driving records are checked annually;
- pass an annual physical examination as prescribed by the Department of Public Safety for school bus drivers in Texas;
- understand that they are subject to random drug/alcohol tests

throughout the year as prescribed by the Department of Transportation federal regulations; and

- undergo extensive initial training as well as a continuing training program. Training includes topics such as student-management skills, emergency procedures and safe driving techniques.

## **SPECIAL PROGRAMS**

Programs for special populations are coordinated and are an integral part of the total instructional program.

### **At-Risk Program**

Cypress-Fairbanks ISD continually evaluates the progress of each student so that appropriate educational services may be provided. Within this system, the district's at-risk effort is designed to identify and reach students in Pre-K through 12 who are not successful in school and are at risk of leaving school prior to graduation. Each campus develops a yearly at-risk plan to meet the needs of identified students. Most elementary schools conduct individual staffings for at-risk students at the end of each grading period. At the elementary level, the principal is designated as the at-risk liaison for his/her campus. At the secondary level, academic achievement specialists track and provide support for at-risk students. The district may utilize alternative teaching strategies, counseling, mentors, peer interaction, progress review groups, specialized materials and tutoring to improve skills and motivate students. A parent is notified of his/her student's special needs, and parent approval is requested before students enter special courses or programs designed to meet the at-risk student's needs. The district's goal is for all students to experience success and become productive citizens.

### **HORIZONS (Gifted / Talented)**

The district's gifted and talented program is available in all schools and serves students in grades K-12. The purpose of the program is to provide a service for those students who demonstrate significantly advanced intellectual abilities. A variety of objective and subjective tools are used to identify and assess these students to determine appropriate placement in the HORIZONS program. Tools used to assess students include parent/teacher surveys as the subjective assessment, and the objective tools include the NNAT (Naglieri Nonverbal Abilities Test), CogAT (Cognitive Abilities Test) or the OLSAT (Otis-Lennon School Abilities Test). The objective tests are used to provide insight as to the advanced intellectual processing ability of students and help us identify the various types of intelligences demonstrated by the individuals tested. Types of intelligences assessed include verbal ability, nonverbal reasoning and quantitative reasoning.

Parents and/or campus staff may refer students to be screened for the program during the annual open referral period beginning Oct. 1 and ending



the last school day in November. All referrals must be made through the elementary counselor or the secondary director of instruction. Parents may discuss the option of screening for transfer students upon entry into the school district. If a student was identified as gifted in his/her former school district, then parents must bring verification of that previous placement upon registration in CFISD.

Parents can visit the HORIZONS website at <http://www.cfisd.net/dept2/curricu/gifted/gifted.htm> to find more information regarding the HORIZONS program and resources for parents in understanding gifted children.

### **Pre-Kindergarten Program**

Leading educators say a child's early years are a period of rapid growth, during which key concepts related to future academic success are developed. Long-range studies clearly document the value of early training for young children. These studies show that young adults who attended a high-quality preschool program demonstrated greater gains in education, employment and social responsibility than similar young adults who did not attend preschool.

The Cypress-Fairbanks ISD pre-kindergarten program is state funded for students whose success might be impeded due to their economic situation; limited English proficiency; being homeless; having a parent who is an active duty member of the military (or injured, MIA or killed while on active duty); or having been in foster care. Through pre-kindergarten experiences, these children are provided with the extra academic support needed to prepare them for kindergarten.

The pre-kindergarten program focuses on oral language development. It also provides children with developmentally appropriate learning activities. A child's half-day schedule includes the following components: language and communication, emergent literacy reading and writing, math, science, social studies, technology, gross motor development, art, music, health and social/emotional development.

### **Small-group Reading Intervention Program**

The Small-group Reading Intervention Program provides intervention for first-grade students who are experiencing reading difficulties. The premise behind this program is that students should be identified and helped before their difficulty in reading increases. Students identified for this program receive intensive reading instruction by a teacher specially trained to diagnose and address students' reading problems. The small group model promotes students' success in learning to read.

## Remedial and Compensatory Instruction

The district identifies students needing remedial or compensatory instruction. Special programs assist students in mastering the Texas Essential Knowledge and Skills (TEKS) for courses or subject areas. Programs that provide remedial or compensatory instruction are:

(1) **Tutorial Programs** are offered at the elementary level for English/ language arts, math and science. These programs are offered during the day with content specialists or during academic camps or Saturday school.

(2) **Specialized Compensatory Instruction** is offered through regular curriculum. These services are provided for students who have not mastered the essential knowledge and skills of a course or subject area; for students reading below grade level; for elementary students needing to improve their proficiency in reading, language arts, mathematics and science; and for students in grades 9–12 needing remedial instruction in English and mathematics or who have failed to master the state’s exit-level exam. Ninth-grade students who had academic difficulties in the eighth grade and need additional assistance are taught study skills in the *Skills for Academic Success* course.

(3) **Bilingual/English as a Second Language (ESL)** is available for students (Pre-K through 12) who speak a language other than English and are limited English proficient (LEP). The programs help students attain English proficiency, developing high levels of academic standards.

(4) **Pre-Kindergarten** provides a half-day program for students who will be 4 years of age on or before Sept. 1 of each year, if one or more of the following criteria are met: (a) the child is unable to speak and comprehend the English language; (b) the child is from a family whose income, according to the standards set by the State Board of Education, is at or below subsistence level; or (c) the child has a parent who is an active member of the military; or (d) the child is homeless.

(5) **Small-group Reading Intervention Program** provides tutorial assistance to first-grade students who are experiencing difficulties learning to read. This program is not offered at all elementary campuses.

(6) **Alternative Education Programs** are designed for students unable to function in the structure of a regular school setting. Placement of a student is determined by a meeting with the parents/guardians and appropriate school representatives to discuss all factors contributing to possible placement and to review the student’s records.

(7) **Title I–Regular** is a federally funded program provided to elementary and secondary schools with a high percentage of free and reduced lunch participants. Campus planning committees determine how the money will be spent to improve student achievement in reading, mathematics and science.

## **Windfern High School of Choice**

Windfern High School of Choice is the district's "campus of choice" offering 11th- and 12th-grade students a nontraditional environment, one which mirrors that of a community college. Accommodating up to 400 students, the school ensures student success through small class size, high teacher-student interaction, and individualized academic support. Students come to Windfern from all 10 of the district's traditional high schools through an application, recommendation and interview process. Students who attend Windfern can be categorized into two groups:

- Credit-deficient students who seek to re-engage their graduation plan (two-thirds of the school's graduates have had their graduation plans derailed by personal, family or health issues.)
- Credit-accelerated students who seek to expedite their graduation (one-third of Windfern students are early graduates, completing their credits in 3 or 3 1/2 years.)

Flexible scheduling is offered through the use of both one-hour/18-week semester courses and two-hour/nine-week semester courses. Classes are offered throughout the day from 7:30 a.m. to 2:30 p.m., affording students the flexibility to schedule their classes to accommodate their out-of-school responsibilities. In addition to core courses required to graduate, Windfern offers TAKS-tutorial classes, PLATO online courses, and credit-by-exam opportunities.

## **SAFE SCHOOLS**

### **Peer Assistance and Leadership (PAL)**

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, at feeder middle and elementary schools, and community facilities. The PAL program is a carefully designed course to train a student to become a helper. Students have a chance to learn more about themselves while helping others be more positive and productive.

### **Project Safety**

Project Safety is a districtwide program focused on school safety with an emphasis on bully and drug prevention. Anti-bullying and anti-drug lessons were developed by a districtwide writing team of administrators and district support personnel. The lessons are taught in grades K-12 on a monthly basis. Project Safety also includes displaying posters at each campus that advertise the Project Safety slogan, "Drugs Hurt—Bullying Hurts—So Don't," as well as signs that declare properties of Cypress-Fairbanks ISD as "Drug Free, Alcohol Free, Tobacco Free and Bully Free."

## **Positive Behavioral Interventions and Supports (PBIS)**

PBIS is a proactive systems approach for creating and maintaining safe and effective learning environments in schools. PBIS provides a positive structure focusing on the use of strategies that are respectful toward 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, district staff design a framework whereby students are 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 attention on creating and sustaining this type of system helps to improve lifestyle results (health, social, family, work) in students, which provides a foundation for students to develop characteristics that will enable them to live meaningfully and successfully in society and in the workplace.

### **Ripple Effects**

Ripple Effects is a computer-based learning tool used to help students cope with various life situations. The program provides research-based cognitive and positive behavioral strategies in an easy-to-use format with social stories told by students in the appropriate age group. It includes engaging and interactive sessions that help students learn about controlling impulses, self-awareness, managing feelings, assertiveness, decision-making and making connections to community.

### **SchoolTipline**

SchoolTipline is the result of a multi-year university research project that studied how students and parents are an essential part of the school safety process. SchoolTipline allows students and parents to anonymously communicate school concerns or threats to administration through the Internet or text messaging. Students may submit reports/tips via text or email 24/7 (when school is in session).

## **COMMUNITY OUTREACH**

### **Office of Community Programs**

The Office of Community Programs is dedicated to creating programs that enhance education and provide economic support to CFISD. Through quality leadership in outside-of-school services, the department works to inspire people, incorporate fun and leave a positive impression. The Office of Community Programs encompasses a wide variety of activities. A few of these programs are highlighted below; however, new programs are being added on a continual basis as they are developed. For additional information on any of our programs, including enrollment details and dates offered, please visit the CFISD website or call our main office at 281-807-8900.

**(1) Club Rewind (Before- and After-School Program):** Club Rewind is the district's fee-based before- and after-school care program offered at every elementary and after-school program offered at every middle school campus.

**(2) Fast Forward:** Fast Forward is an event designed especially for sixth-grade students that includes laser tag, reality games, archery tag and a night of dancing.

**(3) FLIP:** FLIP is CFISD's foreign language immersion program for elementary children, K-5th grade. The courses are taught using a complete multi-grade level instruction program that introduces a variety of languages including Spanish, French, German, Mandarin and sign language to children featuring techniques that accelerate learning a second language. The program is offered at a variety of campuses throughout the school year.

**(4) Pajama Jam:** Pajama Jam is CFISD's Parents' Night Out program and is held monthly throughout the school year. Drop off your kids for a night of fun while you enjoy a well deserved night out. Pajama Jam includes dinner, gym games, arts & crafts, a movie and much more.

**(5) ROPES:** The CFISD Reality Oriented Physical Experiences Program provides an outdoor educational environment that develops the skills of an effective communicator, competent problem-solver, self-directed learner and responsible citizen. Participants are taught these skills through warm-up games, initiatives and low and high challenge course elements while being guided by a trained facilitator.

**(6) *Splash!*:** Swimming lessons are offered through *Splash!* at the Cy-Ranch High School Natatorium (10700 Fry Road, Cypress, TX 77433). The fee-based program provides swimming lessons to children age 6 months through adult.

**(7) CFISD Fun Camps:** CFISD Fun Camps is a summer program for children ages five years old through high school. Fun Camps consist of one-week classes based on fun, hands-on activities.

## **Parent-Teacher Organizations (PTOs)**

Parent-Teacher Organizations (PTOs) are in place in most elementary schools in Cypress-Fairbanks ISD. Membership is open to any family or faculty member of the school for a nominal fee. These PTOs support and enhance the academic environment of the school by allowing parents to demonstrate parental support and concern for their children's education. PTO boards include officers who coordinate parental talents and resources through volunteer work within the school. Members of PTOs often serve in an advisory capacity to the building principal when parental input is desired.

Another important role of the PTO is to promote school spirit and community involvement. PTOs typically raise funds through projects, which utilize community resources and encourage family involvement. These funds are used to enrich students' educational experiences by providing such extras as cultural arts programs, awards and incentives, parties and special activities, playground equipment, various publications such as yearbooks, student and staff morale boosters, grounds beautification and additional materials for classrooms and libraries.

### **PTO Presidents Council**

The PTO Presidents Council was organized by the school district, under the backing of the superintendent, to improve communication between the district administration and parents in the district. The Council is composed of PTO presidents from elementary schools. They meet regularly during the school year to enable members to share ideas and concerns and to improve the coordination of their efforts within the community. Decisions and policy changes affecting the school district are introduced and discussed with district administrators. Information is then disseminated to parents by the PTO presidents via their home schools. The Council also serves as an informal advisory group to the administration by representing parental opinions and concerns.

### **Volunteers In Public Schools (VIPS)**

Volunteers participating in Cypress-Fairbanks ISD schools make a significant contribution to the education of children. It is impossible to measure the extent to which these dedicated individuals, who give freely of their time and resources, impact the lives of CFISD students. The school curriculum is enriched with frequent presentations by members of our community who share their expertise, skills and experiences with students on topics currently under investigation in classrooms. Much of this firsthand information proves invaluable in demonstrating that the skills and concepts students are learning in school have direct applications in the community. Volunteers provide increasingly technical expertise, and the district is fortunate to be able to draw from a diversity of skills and knowledge in its community. Each school year, thousands of volunteers donate hundreds of thousands of hours in service to the school district. Volunteers contribute in areas such as computer and science labs, cultural arts, clerical, career day programs, fundraisers, mentoring, newsletters, public relations, tutoring and assisting in instructional areas. Community members who would like to contribute their time and assistance to CFISD schools can call the community engagement office at 281-894-3950.

## VIPS Executive Board

The VIPS Executive Board is comprised of volunteers elected to take on specific responsibilities offering support, guidance and training to all volunteers in the district. The VIPS Executive Board meets monthly to evaluate and address the needs of the district and distribute information relating to volunteer and community activities and strengthen parental involvement in education.

## Community Engagement

Business and community partnerships are cooperative efforts with education to foster an exchange of resources with the goal of enhancing student achievement. Cypress-Fairbanks ISD has long enjoyed the benefits of an active partnership with business and community groups. Within the district, partnerships routinely fall into one of three categories:

- 1) **Release Time:** Employees are provided time from work to assist students and/or teachers on a regular basis. The mentor, tutoring, reading and storytelling programs fall into this category;
- 2) **Career-Related Programs:** Career Days, the Speakers Directory, Junior Achievement, job shadowing and cooperative work programs are just a few of the career-related programs; and
- 3) **Material Resources/Special Projects:** These programs may involve supplying equipment, facilities, materials, monetary donations, scholarships, awards and transportation for special events.

The support from the community is critical to the success of our students. During each school year, thousands of hours of services and resources are donated by our business and community partners. Any business or community group that shares the belief that our nation's ability to compete in the global economy is linked to our success in educating our citizens, and who wants to express that belief by establishing a partnership with one or more of our schools, is invited to call the community engagement office at 281-894-3950.

## Adopt-a-School Program

An Adopt-a-School partnership is the commitment of time, energy, and expertise of a business or community organization to an individual school for the course of a full school year. The partner organization sets realistic goals with the individual campus administration that are agreeable to all involved. The objectives of the adopt-a-school partnership are flexible in order to meet the goals and needs of each school "adoption." For more information on the Adopt-a-School program, call the community engagement office at 281-894-3950.

## **Mentor Program**

The community engagement mentor program is a cooperative effort on the part of volunteers from businesses, faith-based and/or non-profit organizations, the community and the school district designed to encourage students (elementary through high school) to finish school and focus on future education and career goals. A mentor is a suitable role model committed to helping a student with his or her academic and social development. For more information, call the community engagement office at 281-894-3950.

## **Superintendent's Parent Advisory Committee**

To improve lines of communication with the district's parents, each year the superintendent organizes a Superintendent's Parent Advisory Committee. This committee is made up of one representative from each of the district's schools. Meetings are held throughout the school year, allowing the superintendent to get input from district parents and to provide information which can be disseminated to all the schools. This committee also provides input into the district's annual action plan.

## **Superintendent's Hispanic Parent Advisory Committee**

To improve lines of communication with the parents of the district's Hispanic students, the superintendent organizes a Superintendent's Hispanic Parent Advisory Committee. The committee is made up of representatives from each of the district's schools. The committee meets throughout the school year, which allows the superintendent to get input from district parents and to provide information that can be disseminated to all the schools. This committee also provides input into the district's annual action plan.

## **Faith-based Community Leaders**

The superintendent meets with faith-based community leaders quarterly to discuss issues that affect families that both the district and these communities of faith serve. As a result, volunteers are recruited for Bus Buddies, a program supporting the youngest elementary students for their first week's ride home from school; Adopt-a-School, service project initiatives; and communication efforts in response to district issues.



## **PORTRAITS OF...**

### **A CYPRESS-FAIRBANKS ISD GRADUATE**

Cypress-Fairbanks ISD is committed to providing the environment and learning opportunities for all students so that, as graduates, they will possess the characteristics that will enable them to live meaningfully and successfully in society and in the workplace. The CFISD graduate will be an effective communicator, a competent problem-solver, a self-directed learner, a responsible citizen and a quality producer.

### **A CYPRESS-FAIRBANKS ISD TEACHER**

Classroom teachers ultimately create the environment and learning opportunities necessary to help each student take on the qualities and behaviors described in the *Portrait of a Cypress-Fairbanks ISD Graduate*. As students are developing concepts of themselves as learners, citizens and workers in the CFISD community, teachers can have a powerful influence. The *Portrait of a Cypress-Fairbanks ISD Teacher* states that a CFISD teacher is an instructional strategist, a creator of a student-centered environment, a positive role model, a lifelong learner and a team player.

### **A CYPRESS-FAIRBANKS ISD ADMINISTRATOR**

The Cypress-Fairbanks ISD administrator is the instructional leader and the key to supporting the environment and learning opportunities for students and teachers as they work to acquire the characteristics described in the *Portrait of Cypress-Fairbanks ISD Graduate* and *Portrait of a Cypress-Fairbanks ISD Teacher*. The CFISD administrator is a creative visionary, an effective communicator, a dedicated professional, a lifelong learner and an inspiring catalyst.

### **A CYPRESS-FAIRBANKS ISD BOARD MEMBER**

The Cypress-Fairbanks ISD Board member provides direction and promotes student success by supporting and celebrating the characteristics cited in the portraits of the administrator, the teacher and the graduate. The CFISD Board member is a logical visionary, a reflective investigator, a thoughtful decision maker, a dedicated team player and a knowledgeable advocate.

## **Policy Online**

The Texas Association of School Boards (TASB) "Policy Online" service provides patrons with easy access to all Cypress-Fairbanks ISD local and legal policies. During monthly meetings, the Board of Trustees regularly reviews and adopts new versions of local policies. The "Policy Online" service has a one- to two-week time delay between adoption of local policies and placement of a new policy online.

Policies can be viewed with any Internet browser by utilizing links from the CFISD home page at [www.cfisd.net](http://www.cfisd.net) or by entering the following URL address:

**<http://pol.tasb.org/home/index/587>**

The Cypress-Fairbanks ISD Board of Trustees maintains its official records of local and legal policies in hard copy form in the office of the superintendent. The officially maintained version shall govern in the event of a discrepancy. For answers to questions regarding policies, please call 281-807-8660.

## **Grades Online**

Parents of CFISD students in grades 3-12 have access to their students' grades online through a program called Home Access Center, which is easily accessible by going to any campus website.

## **CAMPUS LISTINGS**

### **Cypress-Fairbanks ISD School Directory**

#### **▲ HIGH SCHOOLS**

<b>SCHOOL</b>	<b>PRINCIPAL</b>	<b>SCHOOL ADDRESS</b>	<b>PHONE</b>
1. <b>Cy-Fair</b>	Mike Smith	22602 Hempstead Highway	<b>281-897-4600</b>
2. <b>Cypress Creek</b>	Sandra Trujillo	9815 Grant Road	<b>281-897-4200</b>
3. <b>Cypress Falls</b>	Becky Denton	9811 Huffmeister Road	<b>281-856-1000</b>
4. <b>Cypress Lakes</b>	Sarah Harty	5750 Greenhouse Road	<b>281-856-3800</b>
5. <b>Cypress Ranch</b>	Bob Hull	10700 Fry Road	<b>281-373-2300</b>
6. <b>Cypress Ridge</b>	Claudio Garcia	7900 N. Eldridge Parkway	<b>281-807-8000</b>
7. <b>Cypress Springs</b>	Travis Fanning	7909 Fry Road	<b>281-345-3000</b>
8. <b>Cypress Woods</b>	Gary Kinninger	13550 Woods Spillane Blvd.	<b>281-213-1800</b>
9. <b>Jersey Village</b>	Ralph Funk	7600 Solomon St.	<b>713-896-3400</b>
10. <b>Langham Creek</b>	David Hughes	17610 FM 529	<b>281-463-5400</b>
11. <b>Windfern</b>	Martha Strother	12630 Windfern Road	<b>281-807-8684</b>

#### **■ MIDDLE SCHOOLS**

<b>SCHOOL</b>	<b>PRINCIPAL</b>	<b>SCHOOL ADDRESS</b>	<b>PHONE</b>
1. <b>Aragon</b>	Maria Mamaux	16823 West Road	<b>281-856-5100</b>
2. <b>Arnold</b>	Vicki Snokhous	11111 Telge Road	<b>281-897-4700</b>
3. <b>Bleyl</b>	Stacia Carew	10800 Mills Road	<b>281-897-4340</b>
4. <b>Campbell</b>	Dr. Cheryl T. Henry	11415 Bobcat Road	<b>281-897-4300</b>
5. <b>Cook</b>	Sherma Duck	9111 Wheatland Drive	<b>281-897-4400</b>
6. <b>Dean</b>	Chris Hecker	14104 Reo St.	<b>713-460-6153</b>
7. <b>Goodson</b>	Sheri McCaig	17333 Huffmeister Road	<b>281-373-2350</b>
8. <b>Hamilton</b>	Kim Sempe	12330 Kluge Road	<b>281-320-7000</b>
9. <b>Hopper</b>	Wendi Witthaus	7811 Fry Road	<b>281-463-5353</b>
10. <b>Kahla</b>	Ana Martin	16212 West Little York Road	<b>281-345-3260</b>

11. Labay	Dr. Patty Mooney	15435 Willow River Drive	281-463-5800
12. Salyards	Jill Smith	21757 Fairfield Place Drive	281-373-2400
13. Smith	Susan Higgins	10300 Warner Smith Blvd.	281-213-1010
14. Spillane	Michael Maness	13403 Woods Spillane Blvd.	281-213-1645
15. Thornton	Laura Perry	19802 Kieth Harrow Blvd.	281-856-1500
16. Truitt	Teresa Baranowski	6600 Addicks Satsuma Road	281-856-1100
17. Watkins	Dr. José Martinez	4800 Cairnvillage St.	281-463-5850

### SPECIAL PROGRAM FACILITIES

SCHOOL	PRINCIPAL	SCHOOL ADDRESS	PHONE
1. Adaptive Behavior Center	Maybelline Carpenter	12508 Windfern Road	281-897-4174
2. Alternative Learning Center-East	Laurie Snyder	12508 Windfern Road	281-897-4171
3. Alternative Learning Center-West	Stacie Wicke	19350 Rebel Yell Drive	281-855-4310
4. Dorothy Carlton Center	Rhonda Turns	13550 Woods Spillane Blvd.	281-213-1950

### ELEMENTARY SCHOOLS

SCHOOL	PRINCIPAL	SCHOOL ADDRESS	PHONE
1. Adam	Beth May	11303 Honeygrove Lane	281-897-4485
2. Andre'	Marilyn Fredell	8111 Fry Road	281-463-5500
3. Ault	Janet Bakondy	21010 Maple Village Drive	281-373-2800
4. Bane	Virginia Marez	5805 Kaiser St.	713-460-6140
5. Bang	Erwann Wilson	8900 Rio Grande Drive	281-897-4760
6. Birkes	Dr. Carla Brosnahan	8500 Queenston Blvd.	281-345-3300
7. Black	Melissa LeDoux	14155 Grant Road	281-320-7145
8. Copeland	Michelle Rice	18018 Forest Heights Drive	281-856-1400
9. Danish	Kelly Dalton	11850 Fallbrook Drive	281-955-4981
10. Duryea	Deborah Harbin	20150 Arbor Creek Drive	281-856-5174

<b>SCHOOL</b>	<b>PRINCIPAL</b>	<b>SCHOOL ADDRESS</b>	<b>PHONE</b>
11. <b>Emery</b>	Michelle Merricks	19636 Plantation Myrtles Drive	<b>281-855-9080</b>
12. <b>Emmott</b>	Jessica Hernandez	11750 Steepleway Blvd.	<b>281-897-4500</b>
13. <b>Farney</b>	Patricia Reilly	14425 Barker Cypress Road	<b>281-373-2850</b>
14. <b>Fiest</b>	Jeanette Gerault	8425 Pine Falls Drive	<b>281-463-5838</b>
15. <b>Francone</b>	Christine Melancon	11250 Perry Road	<b>281-897-4512</b>
16. <b>Frazier</b>	Jeff LaCoke	8300 Little River Road	<b>713-896-3475</b>
17. <b>Gleason</b>	Melody Goffney	9203 Willowbridge Park Blvd.	<b>281-517-6800</b>
18. <b>Hairgrove</b>	Darynda Klein	7120 N. Eldridge Parkway	<b>713-896-5015</b>
19. <b>Hamilton</b>	Joni Conn	12050 Old Kluge Road	<b>281-370-0990</b>
20. <b>Hancock</b>	Nancy Rogers	13801 Schroeder Road	<b>281-897-4523</b>
21. <b>Hemmenway</b>	Dr. Jae Simpson-Butler	20400 West Little York Road	<b>281-856-9870</b>
22. <b>Holbrook</b>	Yvette Garcia	6402 Langfield Road	<b>713-460-6165</b>
23. <b>Holmsley</b>	Ana Diaz	7315 Hudson Oaks Drive	<b>281-463-5885</b>
24. <b>Horne</b>	Stephanie Thomas	14950 West Little York Road	<b>281-463-5954</b>
25. <b>Jowell</b>	Dr. Julie Manuel	6355 Greenhouse Road	<b>281-463-5966</b>
26. <b>Keith</b>	Cheryl Fisher	20550 Fairfield Green	<b>281-213-1744</b>
27. <b>Kirk</b>	Doug Ogilvie	12421 Tanner Road	<b>713-849-8250</b>
28. <b>Lamkin</b>	Gale Parker	11521 Telge Road	<b>281-897-4775</b>
29. <b>Lee</b>	Tonya Goree	12900 West Little York Road	<b>713-849-8281</b>
30. <b>Lieder</b>	Dr. Karen Stockton	17003 Kieth Harrow Blvd.	<b>281-463-5928</b>
31. <b>Lowery</b>	Brenda Trial	15950 Ridge Park Drive	<b>281-463-5900</b>
32. <b>Matzke</b>	Cathy Jacobs	13102 Jones Road	<b>281-897-4450</b>
33. <b>McFee</b>	Donna Harden	19315 Plantation Cove Lane	<b>281-463-5380</b>
34. <b>Metcalf</b>	John Steward	6100 Queenston Blvd.	<b>281-856-1152</b>
35. <b>Millsap</b>	Jodi Matteson	12424 Huffmeister Road	<b>281-897-4470</b>
36. <b>Moore</b>	Jana Needham	13734 Lakewood Forest Drive	<b>281-370-4040</b>

<b>SCHOOL</b>	<b>PRINCIPAL</b>	<b>SCHOOL ADDRESS</b>	<b>PHONE</b>
37. <b>Owens</b>	Laura Barrett	7939 Jackrabbit Road	<b>281-463-5915</b>
38. <b>Pope</b>	Becky Koop	19019 N. Bridgeland Lake Pkwy	281-373-2340
39. <b>Post</b>	Missy Kilday	7600 Equador St.	<b>713-896-3488</b>
40. <b>Postma</b>	Kim Freed	18425 West Road	<b>281-345-3660</b>
41. <b>Reed</b>	Kandy Bond	8700 Tami Renee Lane	<b>713-896-5035</b>
42. <b>Rennell</b>	Leslie Thomas	19500 Tuckerton Blvd.	<b>281-213-1550</b>
43. <b>M. Robinson</b>	Irene Ruiz	4321 Westfield Village Drive	<b>281-855-1240</b>
44. <b>A. Robison</b>	Kelly Gerletti	17100 Robison Woods Road	<b>281-213-1700</b>
45. <b>Sampson</b>	Heather Motzny	16002 Coles Crossing Drive	<b>281-213-1600</b>
46. <b>Sheridan</b>	Gina Guidry	19790 Kieth Harrow Blvd.	<b>281-856-1420</b>
47. <b>Swenke</b>	Elizabeth Miller	22400 Fairfield Place Drive	<b>281-213-1200</b>
48. <b>Tipps</b>	Kari Hough	5611 Queenston Blvd.	<b>281-345-3350</b>
49. <b>Walker</b>	Melissa Ehrhardt	6424 Settlers Village Drive	<b>281-345-3200</b>
50. <b>Warner</b>	Schonda Kidd	10400 Warner Smith Blvd.	<b>281-213-1650</b>
51. <b>Willbern</b>	Dr. Carrie Marz	10811 Goodspring Drive	<b>281-897-3820</b>
52. <b>Wilson</b>	Pamela Link	18015 Kieth Harrow Blvd.	<b>281-463-5941</b>
53. <b>Yeager</b>	Susan Brenz	13615 Champion Forest Drive	<b>281-440-4914</b>

