

North Forest Independent School District



District Improvement Plan

2009 – 2010

Board of Managers

George McShan, Chair

Carolyn Bullard-Williams

Willie Jones

Superintendent

Dr. Adrain Johnson

Board Approved December 14, 2009

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North Forest Independent School District

MOTTO

"It's Where You Want to Be"

Mission Statement

To meet the urgent need for students to learn in a high-performance educational setting. We support their growth into capable and skilled world citizens who can succeed in their career, family, and personal lives as highly valued contributors of the 21st century.

Vision

North Forest ISD will be the most innovative urban learning environment that serves as a beacon for teacher innovation, community collaboration and student self-discovery.

Core Values

- *Truth, honesty, and high ethical*
- *Collaborative teaching atmosphere*
- *Creative use of available financial and human capital*
- *Consistent follow-through and acceptance of accountability*

North Forest ISD Belief Statements

We believe that within the educational community of NFISD:

- It is the district's responsibility to provide the best possible opportunities for all students to realize their full potential in life.
- The Site-Based Decision Making process enables all stakeholders to participate in making decisions affecting their local campus, and engenders broad-based support for the implementation of the decision.
- The educational needs of students are unique to each campus and the solutions to the challenges of each campus will be unique to that campus.
- Improvement in achievement for all students, as measured by the national Adequate Yearly Progress (AYP), statewide Academic Excellence Indicator System (AEIS), and other campus site based performance measures, will result from effective site-based decision making and planning by each campus.
- Site-based decision making is a process for improving student performance by decentralizing decisions through the collaborative efforts of the school board, superintendent, administrators, teachers, support staff, students, parents, community, and business members.
- The district's decision making and planning process should support the implementation of each of the campus plans, and together all district and campus staff will focus on common efforts to improve the performance of each student served by North Forest Independent School District.

NORTH FOREST INDEPENDENT SCHOOL DISTRICT

2009-2010 CAMPUS & DISTRICT IMPROVEMENT PLAN TIMELINE

Month	Activities/Tasks	Person(s) Responsible	Status
September	-Review and discuss progress and implementation of the DIP/CIP -Meet with DIP/CIP committees to ensure that staff and leadership have copies of documents -Review the goals and objectives	R. Louis T. Weatherspoon A. Johnson	Completed
October	-Revise and update DIP & integrate Strategic Plan -Data/Funding projections -Post AEIS data on District Website	T. Taylor L. Howell E. Forte R. Wilson	Completed
November	-Submit Campus Plans to the DSBDMT for review -Submit draft copies of the CIP/DIP for Board Approval -Report School Report Card to School Board and Public -Begin the Budget Process	R. Louis A. Johnson E. Forte R. Wilson	Completed
December	- Review and discuss progress and implementation of DIP/CIP - Board members develop goals for the district for 2010-2011 school year	T. Weatherspoon A. Johnson Board of Managers	In-Progress
January	- DIP committee members meet to revise the DIP from 2009-2010 school year - Subcommittees are formed and chairpersons are identified for the DIP	T. Taylor R. Louis T. Weatherspoon	Planning
February	- Review and discuss progress and implementation of DIP/CIP -Conduct Needs Assessment - Subcommittees meet to identify actions and/or strategies	R. Louis T. Weatherspoon	Planning
March	-Revise the District Improvement Plan -Campus principals begin working on their draft copies of the CIP	T. Taylor R. Louis	Planning
April	-Review and discuss progress and implementation of DIP/CIP -Analyze results of program evaluations, surveys and other data -DIP workshop with Board members	T. Weatherspoon A. Johnson	Planning
May	-Update final copies of Campus Improvement Plans for August Board meeting for approval -Budget Workshop/Public Hearing -Conduct Comprehensive Needs Assessment	T. Taylor E. Forte R. Wilson	Planning
June	-Submit DIP for Board approval -Budget Approval	A. Johnson	Planning
July	-Submit & provide overview of DIP to campus principals and cabinet members -Submit the draft copy of Campus Improvement Plan for Board Approval	R. Louis A. Johnson	Planning

NORTH FOREST INDEPENDENT SCHOOL DISTRICT

DISTRICT SITE-BASED DECISION MAKING COMMITTEE MEMBERS

Teachers

Alvarado, Alexandra	Lakewood
Austin, Hayward	North Forest
Bartley, Emily	North Forest
Bell, Ethel	Forest Brook
Brooks, Barbara	Thurgood
Callegari, Cedric	Forest Brook
Divina, Carolina	Lakewood
Francis, Bettie	Fonwood
Gillum, Fredrick	Shadydale
Hampton, Keith	Hillard
Jasper, Shai Wanna	Shadydale
Jordan, Carolyn	Elmore
Judarrah, M. Hawkins	Hillard
Malloy, Elaine	Rogers
Greeno, Margaret	Learning Academy
Mull, Markethia	Shadydale
Revada, January	Learning Academy
Sanders, Chemaria	Forest Brook
Sharma, Maninder	Rogers
Simon, Tiffany	North Forest
Tillman, Jr., Stanley	Learning Academy
Wade, Carole	Fonwood
Wilson, Stacie	Thurgood
Wiltz, Angela	Thurgood

Campus

Nonteaching Professionals

Carolyn Coffman	Shadydale	Librarian
Gilbert, Rubye	Forest Brook	Principal
Henderson, Steven	Elmore	Assistant Principal
Nash, Victor	Hillard	Principal
Purvis, Jr., Jerrell	Lakewood	Principal
Ray, Regina	Thurgood	Reading Coach
Roberts, Angela	Rogers	Counselor
Wagner, Donald	Fonwood	Assistant Principal
Williamson, Sara	North Forest	Librarian

Administrative Council

Johnson, Adrain	Superintendent
Weatherspoon, Travis	Deputy Superintendent for Educational Operations
Gims, Glenda	Human Capital Management
O'Connor, Johnny	Academic Support and Innovation
Forte', Edna	State & Federal Programs & Accountability
Wilson, Ron	Chief Financial Officer
Louis, Rodney	Curriculum & Instruction
Myles, Nakisha	Education Foundation/Communications & Public Relations
Sharp, Veronica	Student Services
Moore, Reginald	Senior Manager of Administrative Technology
Sheppard, Anoinette	Organizational Development
Jones, Holland	Chief of Police
Russell, Charles	Student Engagement
Miles, Melechia	Transportation
Hooks, Raymond	Purchasing Supervisor
Givens, Darrick	Risk Management
Howell, Lafayette	Strategic Management Consultant
Taylor, Turkessa	DIP Facilitator

NORTH FOREST INDEPENDENT SCHOOL DISTRICT

DISTRICT SITE-BASED DECISION MAKING COMMITTEES

Adrain Johnson, Chair

Travis Weatherspoon Vice Chair

Goal 1: Rodney Louis, Chair & Edna Forte, Vice Chair

Goal 2: Glenda Gims, Chair & Antoinette Sheppard, Vice Chair

Goal 3: Ron Wilson, Chair & Veronica Sharp, Vice Chair

Goal 4: Reginald Moore, Chair & Darrick Givens, Vice Chair

Goal 5: Johnny O'Connor, Chair & Melechia Miles, Vice Chair

Lafayette Howell, Strategic Management Consultant

Turkessa Taylor, District Improvement Plan Facilitator

Chemaria Sanders, Secretary

DISTRICT IMPROVEMENT PLAN SUB-COMMITTEES

GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
Student Achievement	Quality Workforce & Compensation	Financial Stability & Governance	Technologically Advanced Facilities	Safety & Community Involvement
<i>Callegari, Cedric, Chair</i>	<i>Wagner, Donald, Chair</i>	<i>Jordan, Carolyn, Chair</i>	<i>Austin, Hayward, Chair</i>	<i>Purvis, Jr., Jerrell, Chair</i>
<i>Wiltz, Angela, Co-Chair</i>	<i>Malloy, Elaine, Co-Chair</i>	<i>Gillum, Fredrick, Co-Chair</i>	<i>Nash, Victor, Co-Chair</i>	<i>Greeno, Margaret, Co-Chair</i>
Wilson, Stacie, Recorder	Roberts, Angela, Recorder	*Hooks, Raymond	Thomas, Andrea, Recorder	Alvarado, Alejandra
Bell, Ethel	Francis, Bettie	Coffman, Carolyn	Bartley, Emily	Divina, Carolina
Brooks, Barbara	Sharma, Maninder	Henderson, Steven	Hampton, Keith	*Forte, Edna
Gilbert, Rubye	Wade, Carole	Jasper, Sha Wanna	Judarra, M. Hawkins	*Jones, Holland
*O'Connor, Johnny		Mull, Markethia	Simon, Tiffany	*Myles, Nakisha
Ray, Regina			Williamson, Sara	Revada, January
*Russell, Charles			*Wilson, Ron	*Russell, Charles.
Sanders, Chemaria				Tillman, Stanley Jr.
Sharp, Veronica				*Weatherspoon, Travis
*Weatherspoon, Travis				

*District Administrative Council

District Snapshot

About Our District	Our Students and Testing		Our Staff and Teachers			
<p>The North Forest Independent School District is located in a well-situated section of northeast Harris County that is only a few miles north of downtown Houston and just south of Bush Intercontinental Airport. The District covers about 33 square miles and serves approximately 7,500 students in Pre-K through the 12th grade.</p> <p>A majority minority school system, the ethnic makeup of the district is 70 percent African American; 29 percent Hispanic; and 1 percent white. North Forest ISD operates an early childhood center, five elementary schools, two middle schools, one high school, a career and technology program, and a disciplinary alternative education program for students unable to function well in the traditional educational setting.</p> <p>Other functions in the district are the transportation, food services, maintenance, and District police departments. The NFISD administrative office is located at 6010 Little York. The Jones-Cowart Stadium, located on the North Forest High School campus, is used for district athletic events as well as other activities.</p>	Total Enrollment	8,369	Total Staff FTE	1,285	% Regular Education	75
	African-American	70%	Total Teacher FTE	583	% Special Education	10
	Hispanic -American	29%	Central	1%	% Compensatory Education	4
	White-Americans	1%	Administrative		% Bilingual/ESL Education	3
	Other	0%	School Administrative	4%	% Career & Technical Education	5
	Economically Disadvantaged	99.5%	Professional Support Staff	9%	% Other Education (Includes G & T)	2
	Special Education	9%	Teachers	45%		
	Bilingual/ESL Education	11%	Educational Aides	41%		
	Career & Technical Education	25%	Auxiliary Staff	36%		
	Gifted & Talented Education	3%				
	Graduation Rate	65%				
	All Tests Taken	50%	% With 5 or Fewer Years of Experience	43.9		
	Reading/ELA	76%	Average Years of Experience	13.1		
	Writing	87%	% With Advanced Degrees	33.8		
	Mathematics	60%	Teacher Turnover Rate	17.5		
	Science	58%	% African American	83		
	Social Studies	80%	% Hispanic	4		
	African American	47%	% White	5		
	Hispanic	57%	% Other	9		
	White	53%				
	Economically Disadvantaged	50%				
	Source: TEA Snapshot 2008, North Forest ISD					

Comprehensive Needs Assessment

<p>The initial Comprehensive Needs Assessment was conducted in conjunction with the Strategic Planning process in the Spring of 2009.</p>	<p>Data Sources Examined</p>
<p>North Forest ISD conducted comprehensive needs assessments based on the data sources listed to the left. Additionally, general education and special programs data were disaggregated for all subpopulation groups. The data sources examined revealed strengths and weaknesses of the district.</p> <p>In an effort to address the deficiencies identified, the district has developed a strategic intervention process that will allow the district to monitor and improve the areas of greatest needs (see the process within this document).</p> <p>Surveys were disseminated to faculty, staff, students and parents, including business and community representatives. District and campus improvement plans from the 2009-2010 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2009-2010 district and campus improvement plans reflect all of the aforementioned needs in order to improve student performance.</p>	<p><i>AEIS</i> <i>Federal Accountability Data for AYP</i> <i>TAKS Data--disaggregated</i> <i>District PEIMS reports</i> <i>PBMAS reports</i> <i>Dropout and School Leaver data—disaggregated</i> <i>District retention data</i> <i>District discipline referral data</i> <i>Parent, Community, Teacher, and Student surveys</i> <i>Student attendance data</i> <i>Benchmark testing data</i> <i>Referral percentages for students in Special Education</i> <i>TPRI data</i> <i>Campus parent participation records</i> <i>Campus mentor participation records</i> <i>SAT/ACT data</i> <i>Truancy data</i> <i>Teacher retention data</i></p>

State Compensatory Education

2009-2010 Program Description
<p>Compensatory Education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the drop out rate of these students.</p> <p>The goal of State Compensatory Education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by section 29.081, and all other students.</p> <p>North Forest Independent School District provides funds for supplemental State Compensatory Education programs and services for students at risk of dropping out of school. Each campus receives funds for State Compensatory Education in order to provide supplemental programs and services for students on their campus who are at risk of dropping out of school.</p>
Program Needs Assessment
<p>Based on the 2009-2010 budget, the following figures represent the approximate total NFISD budget and Full-Time Equivalents (FTE's) for State Compensatory Education. The listed FTEs are reflective of the 2009-2010 budgeted amounts for the program specific allocation:</p> <p style="text-align: center;">Total District SCE Budget - \$ 6,667,847.00 Total FTE's (55%) =18.5 (45%) =?</p> <p>The district will provide programs and services for students who are at risk of dropping out of school for the 2009-2010 school year which will include: Disciplinary Alternative Education School (The Learning Academy); Alternative Education Programs(The Mirror Project, Credit Recovery, Alternative Learning Classroom Options); Class Size Reduction; At Risk Populations Support Service Personnel; Pregnancy Related Services and other applicable programs and services on individual campuses in order to improve student achievement and increase the high school completion rates.</p>

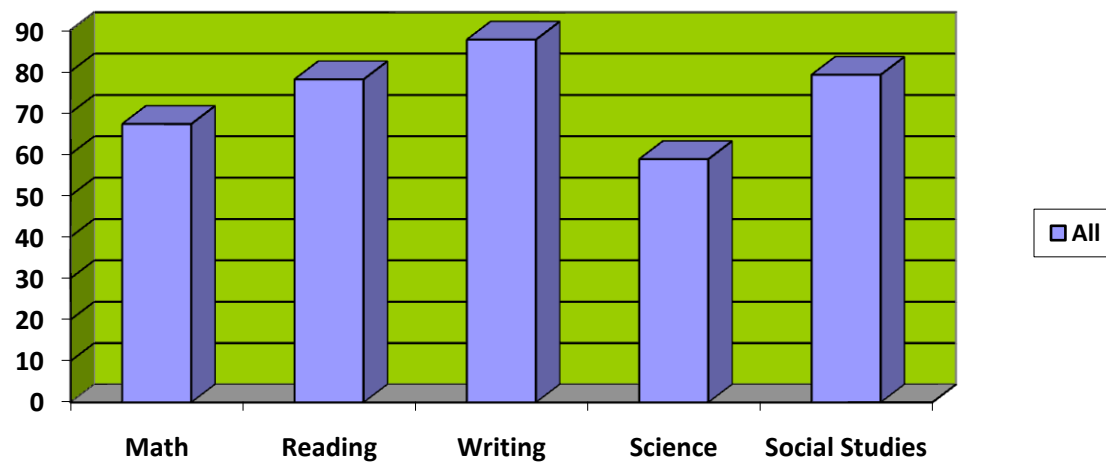
Comprehensive Needs Assessment:

Summary of Findings

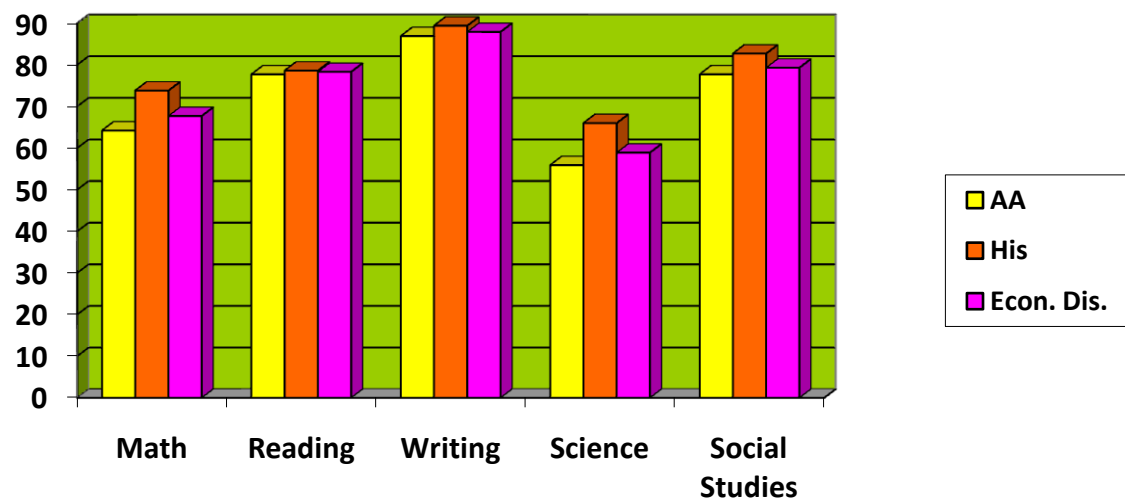
Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Completion Rate (grade: 9th-12th)</i>	<i>State Accountability (AEIS)</i>
<i>The percentage met standard for all subgroups in Read/ELA, Social Studies, Mathematics, & Science at the High School grades 9-12</i>	<i>State Accountability (AEIS)</i>
<i>The number students enrolled in Advanced Courses as well as the number of students who successfully complete courses</i>	<i>State Accountability (AEIS), AYP</i>
<i>Percent of Students identified in Special Education</i>	<i>Program data, PEIMS</i>
<i>Parental Involvement</i>	<i>Parent, community, and student surveys; administration evaluations</i>

NORTH FOREST INDEPENDENT SCHOOL DISTRICT

2009 TAKS DATA



SUB-POPULATIONS



Strategic Priorities for North Forest ISD

Goal 1

Student Achievement

Goal 2

Quality Workforce and Compensation

Goal 3

Financial Stability and Governance

Goal 4

Technologically Advanced Facilities

Goal 5

Safety and Community Involvement

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

PROGRAM/FUNDING SOURCE		AMOUNT
FEDERAL PROGRAMS		
<i>The district uses federal funds to supplement, and not supplant, non-federal funds that would otherwise be used for allowable state and local program expenditures. Federal Title amounts are not inclusive of prior year roll forwards.</i>		
Title I, Part A		\$6,924,343.00
Title II, Part A (Professional Development)		\$1,048,000.00
Title II, Part D (Technology)		\$61,810.00
Title III (ESL)		\$97,063.00
Title IV, Part A (Safe & Drug Free Schools)		\$68,986.00
Title I, Part A, ARRA Stimulus		\$4,696,434.00
Title II, Part D, ARRA Stimulus		\$146,689.00
Carl Perkins (CATE)		\$230,350.00
IDEA-B		\$2,482,195.00
IDEA-B ARRA Stimulus		\$1,753,213.00
IDEA – Preschool		\$45,317.00
STATE FUNDING SOURCES		Program Intent Code
State Compensatory Education (SCE)	30	\$6,667,847.00
Special Education	23	\$4,204,238.00
Career & Technology Allotment	22	\$1,991,832
Bilingual/ESL Program	25	\$418,152.00
Gifted/Talented	21	\$199,986.00
High School Allotment	99	\$415,856.00
OTHER EXTERNAL GRANT FUNDING SOURCES		
ARRA Stimulus Stabilization		\$2,988,819.00
Early Childhood Grant (Tier I)		\$951,300.00
SSI Grant (Formerly ARI/AMI)		\$319,661.00
Texas Fitness		\$21,155.00

GOAL 1:

STUDENT ACHIEVEMENT

By 2014, NFISD students will participate in teaching and curriculum innovations geared towards increasing the academic performance as measured by State and Federal No Child Left Behind (NCLB) standards and promote career readiness of urban students.

PERFORMANCE OBJECTIVES

1. Identify and correct adverse practices or policies that widen the achievement gap to support higher levels of academic performance in all subject areas as measured by State and federal performance standards.
2. Establish repeatable innovation processes that align curriculum and instruction with testing methods, allowing for the sharing of best practices and reuse amongst teachers and administrators.
3. Identify and leverage experts to address student achievement gaps in math and science for secondary schools.
4. Create “Careers of The Future” program with higher education partners to train and ready students through in-class, online learning and site visits for hands-on learning and application of knowledge.
5. Establish new technology partnerships with higher education, K-12 School Districts, and vendors that supports global learning opportunities as an advanced technology center of excellence.
6. By June 2010, at least 85% of all students and subgroups in all core areas on all Texas Assessment of Knowledge and Skills (TAKS), TAKS-A, TAKS-M and TAKS-Alt will meet state accountability requirements and federal accountability guidelines as defined in No Child Left Behind.
7. Improve student attendance to 97% district-wide and at each campus by maintaining an annual dropout rate of less than 1% for 7th and 8th grade students and increase the completion rate to 98% for grades 9-12.

NORTH FOREST INDEPENDENT SCHOOL DISTRICT 2009 – 2010							
District Goal: 1	STUDENT ACHIEVEMENT By 2014 , NFISD students will participate in teaching and curriculum innovations geared towards increasing the academic performance as measured by State and Federal No Child Left Behind (NCLB) standards and promote career readiness of urban students.						
Performance Objective: 1.1	Identify and correct adverse practices or policies that widen the achievement gap to support higher levels of academic performance in all subject areas as measured by State and Federal performance standards.						
Rational:	To reduce the frequency of placements that promotes low student achievement and does not take advantage fully of approaches and practices for children to participate in normal classroom settings.						
Summative Evaluation:	TAKS Reports, AEIS Report, Dropout Reports, & Tutorial Logs						
Activity/Strategy	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Communicate revised expectations to instructional staff, teachers and principals	NA, HQ, PD	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 2010	General	Report cards Observations Benchmark Data	On-Going
Identify adverse practices or policies that do not promote more advanced behavior and thinking	NA, R, PD HQ, HQT	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 2010	General	Observations	On-Going
Develop and/or upgrade methods of assessment and placement of students in special education or disciplinary programs that address the symptom and not root causes of behavior or impede success	NA, R, TA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 2010	General Special Education	Response-To-Intervention AIM Data	In-Progress
Implement evaluation/monitoring mechanisms that adhere to state and federal guidelines to determine academic progress, and other evaluative factors.	NA, CF	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 2010	General	Report cards Observations Benchmark Data	In-Progress

DISTRICT IMPROVEMENT PLAN WORKSHEET KEY

School Wide Competencies: NA=Needs Assessment; R=Reform Strategy; HQ =High Quality Instruction; PD =Professional Development;

HQT= Highly Qualified Teachers; PI=Parent Involvement; T-Transition; DA =Decision Assessment; TA =Timely Assistance; CF = Coordinated Funding

NORTH FOREST INDEPENDENT SCHOOL DISTRICT 2009 - 2010							
District Goal: 1	STUDENT ACHIEVEMENT By 2014 , NFISD students will participate in teaching and curriculum innovations geared towards increasing the academic performance as measured by State and Federal No Child Left Behind (NCLB) standards and promote career readiness of urban students.						
Performance Objective: 1.2	Establish repeatable innovation processes that align curriculum and instruction with testing methods, allowing for the sharing of best practices and reuse amongst teachers and administrators.						
Rational:	To provide knowledge base and establish repeatable process for innovation in teaching and use of technology. Repeatable innovation processes in teaching can close the achievement gap and position students' college readiness or career readiness for students through identifying innovative practices that focus on the unique attributes of each student.						
Summative Evaluation:	TAKS Reports, AEIS Report, & Report cards						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Create District Innovation Committee (DIC) to develop charter, and drive implementation, enforcement, and monitoring of innovation practices across the District.	R, DA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2011	General	Agendas/Meetings Sign-In Sheets Observations	In-Progress
Develop "dashboard" of college readiness or work force readiness indicators: cognitive strategies, content knowledge, academic behaviors, contextual skills	NA, R	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2011	General	Observations	In-Progress
Collaborate with human resources and outside agencies to identify leadership and human capital tools to determine the roles, skills and behaviors to effectively implement college readiness or work force readiness	R, PD, CF, HQ	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2011	General	Staff Roster Observations	In-Progress
Compile comprehensive data on innovative teaching practices or curriculum in force or desired to use in the District	PD, NA, DA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2011	General	Compiled Data	On-Going
Develop innovation partnership with local and regional universities to facilitate funding of academic pilots and experiential activities	NA, R	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2011	General	Observations	In-Progress

DISTRICT IMPROVEMENT PLAN WORKSHEET KEY

School Wide Competencies: NA=Needs Assessment; R=Reform Strategy; HQ =High Quality Instruction; PD =Professional Development; HQT= Highly Qualified Teachers; PI=Parent Involvement; T-Transition; DA =Decision Assessment; TA =Timely Assistance; CF = Coordinated Funding

NORTH FOREST INDEPENDENT SCHOOL DISTRICT 2009 - 2010							
District Goal: 1	STUDENT ACHIEVEMENT By 2014 , NFISD students will participate in teaching and curriculum innovations geared towards increasing the academic performance as measured by State and Federal No Child Left Behind (NCLB) standards and promote career readiness of urban students.						
Performance Objective: 1.3	Identify and leverage experts to address student achievement gaps in math and science for secondary schools.						
Rational:	To support focused and targeted assistance in high need (math and science) academic areas to drive both academic and standardized testing performance that improves TAKS results for students. Doing so, promotes an increase for admission to four-year schools and the attainment of an official high school diploma.						
Summative Evaluation:	TAKS Reports, AEIS Report, & Report cards						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Identify experts who can work comfortably and have experience motivating students in the District	DA, PD, NA, HQ	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 2011	General SCE	Staff Roster	In-Progress
Create "Test Prep" lab to facilitate online, afterschool and weekend learning experiences	NA, R, TA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 2011	Title II, Part D SCE	Tutorial Logs	In-Progress
Evaluate technology architecture to facilitate online tutoring, test taking and facilitate virtual study groups with students from other districts across the country	NA, R, TA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 2011	Title II, Part D SCE	Evaluations	In-Progress

DISTRICT IMPROVEMENT PLAN WORKSHEET KEY

School Wide Competencies: NA=Needs Assessment; R=Reform Strategy; HQ =High Quality Instruction; PD =Professional Development; HQT= Highly Qualified Teachers; PI=Parent Involvement; T-Transition; DA =Decision Assessment; TA =Timely Assistance; CF = Coordinated Funding

NORTH FOREST INDEPENDENT SCHOOL DISTRICT 2009 - 2010							
District Goal: 1	STUDENT ACHIEVEMENT By 2014 , NFISD students will participate in teaching and curriculum innovations geared towards increasing the academic performance as measured by State and Federal No Child Left Behind (NCLB) standards and promote career readiness of urban students.						
Performance Objective: 1.4	Create "Careers of The Future" program with higher education partners to train and ready students through in-class, online learning and site visits for hands-on learning and application of knowledge.						
Rational:	To facilitate on the job learning experiences for jobs that may be suitable to students who are not college bound by providing early exposure to viable "new green jobs" as an alternative as well as high-tech jobs in the regional economy of Houston.						
Summative Evaluation:	TAKS Reports, AEIS report, Report cards, Dropout Reports, Tutorial logs, & Parent logs						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Establish linkage with higher education partners (e.g. HCC)	R, NA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2011	General	Tracking System Observations	In-Progress
Develop career path options consistent with offerings to reflect options	R, NA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2011	CATE	Observations	In-Progress
Design and institute standards for requirement into Careers of the Future program	R, NA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2011	CATE	Observations	In-Progress
Launch pilot program to support alignment with high paying careers and mentoring program to develop appropriate skills, experience and education	CF, R, NA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2011	CATE	Observations	In-Progress
Obtain authorization and approval by Board of Managers	NA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2011	NA	Observations	In-Progress

DISTRICT IMPROVEMENT PLAN WORKSHEET KEY

School Wide Competencies: NA=Needs Assessment; R=Reform Strategy; HQ =High Quality Instruction; PD =Professional Development; HQT= Highly Qualified Teachers; PI=Parent Involvement; T-Transition; DA =Decision Assessment; TA =Timely Assistance; CF = Coordinated Funding

**NORTH FOREST INDEPENDENT SCHOOL DISTRICT
2009 - 2010**

District Goal: 1	STUDENT ACHIEVEMENT By 2014 , NFISD students will participate in teaching and curriculum innovations geared towards increasing the academic performance as measured by State and Federal No Child Left Behind (NCLB) standards and promote career readiness of urban students.						
Performance Objective: 1.5	Establish new technology partnerships with higher education, K-12 School Districts, and vendors that support global learning opportunities as an advanced technology center of excellence.						
Rational:	To reduce total cost of ownership and reduce implementation issues associated with new technology by working with more experienced partners. The District benefits by fostering new ways to leverage human capital from other outside experts as "education partners" with deep experience in applications in which the District does not possess the same level of understanding.						
Summative Evaluation:	TAKS Reports, AEIS report, Report cards, Dropout Reports, Tutorial logs, & Parent logs						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	STATUS
Determine Stimulus funding guidelines for new technology and pursue education-technology grants	CF, R, NA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2011	ARRA Title II, Part D	Grant Submission Data	In-Progress
Create technology architecture design to meet student and community needs in 2014	R, PI, NA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2014	CATE	Observations	In-Progress
Establish vendor guidelines and communicate to assist North Forest by providing innovative ideas and options to consider	NA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2011	Human Capital	Observations	In-Progress
Implement technology pilots to test feasibility of solutions for the District (e.g. new offsite storage and backup, applications, cloud computing, etc)	NA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2010	June 2011	Title II, Part D	Observations	In-Progress

DISTRICT IMPROVEMENT PLAN WORKSHEET KEY

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**NORTH FOREST INDEPENDENT SCHOOL DISTRICT
2009 - 2010**

District Goal: 1	STUDENT ACHIEVEMENT By 2014 , NFISD students will participate in teaching and curriculum innovations geared towards increasing the academic performance as measured by State and Federal No Child Left Behind (NCLB) standards and promote career readiness of urban students.						
Performance Objective: 1.6	By June 2010, at least 85% of all students and subgroups in all core areas on all Texas Assessment of Knowledge and Skills (TAKS), TAKS-A, TAKS-M and TAKS-Alt will meet state accountability requirements and federal accountability guidelines as defined in No Child Left Behind.						
Summative Evaluation:	TAKS Reports, AEIS report, Report cards, Dropout Reports, Promotion Rates						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Provide access for all PK-12 students to Extended Day, Saturday Classes, and Extended Year remedial and enrichment programs and attendance incentives	NA, R, CF, TA, T	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 20011	Title I, Part A IDEA Preschool	Tutorial Sign-In Sheets Benchmark Data Report Cards	In-Progress
Conduct Parent Workshops on TAKS Testing, Standards for core subjects, and motivational strategies to increase student attendance and participation	NA, PI, T	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 20011	Title I, Part A IDEA Preschool	Agendas/Meetings Parent Sign-In Sheets Monthly Attendance Reports Benchmark Data	On-Going
Increase student participation and success in all academic extracurricular programs & college interest exams	NA, R	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 20011	General	Student Sign-In Sheets Participation Rates	In-Progress
Develop incentive programs fro struggling student to make academic progress	NA, CF	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 20011	Title I, Part A	Benchmark Data Report Cards	On-Going
Ensure vertical and horizontal alignment between all grade and subject areas.	R, T, NA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 20011	Title I, Part A	Observations Scope and Sequence Review	On-Going

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NORTH FOREST INDEPENDENT SCHOOL DISTRICT 2009 - 2010							
District Goal: 1	STUDENT ACHIEVEMENT By 2014 , NFISD students will participate in teaching and curriculum innovations geared towards increasing the academic performance as measured by State and Federal No Child Left Behind (NCLB) standards and promote career readiness of urban students.						
Performance Objective: 1.7	Improve student attendances to 97% district-wide and at each campus by maintaining an annual dropout rate of less than 1% for 7th and 8th grade students and increase the completion rate to 98% for grades 9-12						
Summative Evaluation:	TAKS Reports, AEIS report, Report cards, Dropout Reports, and Attendance Reports						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Train teachers and staff on Attendance/Truancy procedures for campuses; ie., official attendance time for all campuses	NA PD TA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 20011	General	Sign- In sheets Observations PEIMS Reports	In-Progress
Conduct monthly group training sessions focusing on data verifications and TEA requirements	NA PD TA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 20011	General	Sign- In sheets Observations PEIMS Reports	In-Progress
Pilot and monitor the Harris County District Attorney Truancy Program	NA PD TA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 20011	General	Sign- In sheets Observations PEIMS Reports	In-Progress
Schedule meetings every 6wks with Attendance/Truancy committee to review and update campus reports and attendance audits.	NA PD TA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 20011	General	Sign- In sheets Observations PEIMS Reports	In-Progress
Submit and review the campus Incentive plans for Perfect Attendance	NA PD TA	R. Louis E. Forte V. Sharp J. O'Connor T. Weatherspoon	August 2009	June 20011	General	Sign- In sheets Observations PEIMS Reports	In-Progress

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GOAL 2:

QUALITY WORKFORCE & COMPENSATION

By 2014, NFISD will have a workforce that represents increased diversity supported by developmental opportunities and compensation practices to support continuous improvement in how the District, attracts, retains, and develops talent.

PERFORMANCE OBJECTIVES

1. Identify and retain high-performing teaching staff with mandatory professional development and career support to achieve superior results for all students.
2. Institute comprehensive skills and job alignment to achieve best job matches and remove low performers when required.
3. Establish a Compensation Plan to close the salary gaps between the district employees and those employees in the surrounding districts within Region IV.

NORTH FOREST INDEPENDENT SCHOOL DISTRICT 2009 - 2010							
District Goal: 2	Quality Workforce and Compensation By 2014 , NFISD will have a workforce that represents increased diversity supported by developmental opportunities and compensation practices to support continuous improvement in how the District, attracts, retains, and develops talent.						
Performance Objective: 2.1	Identify and retain high-performing teaching staff with mandatory professional development and career support to achieve superior results for all students.						
Rational:	To reduce staff turnover and increase job satisfaction for sustainable academic impacts with students. The benefit is more devoted and higher-performing teachers who possess the right mix of skill, experience, and personal desire to improve academic performance with students across the District.						
Summative Evaluation:	TAKS Reports, AEIS report, Report cards, Dropout Reports, Tutorial logs, & Parent logs						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Collaborate, develop and communicate new professional development program	HQ, PD, DA	G. Gims A. Sheppard	August 2009	June 2010	Human Capital General Title II, Part A	Programmatic Assessments	In-Progress
Institute annual "skills and relevance" checkup to ascertain the level of staff skill and understanding of new methods and technologies	HQ, PD	G. Gims A. Sheppard	August 2009	June 2010	Human Capital General Title II, Part A	Programmatic Assessments	In-Progress
Review best practice models across industries for professional development	HQ, PD, HQT	G. Gims A. Sheppard	August 2009	June 2010	Human Capital	Programmatic Assessments	In-Progress
Develop partnerships with outside organizations to leverage tools and reduce licensing costs of assessment instruments and knowledge base	PD, HQT	G. Gims A. Sheppard	August 2009	June 2010	General Title II, Part A	Programmatic Assessments	In-Progress
Determine level of funding required to implement professional development and skills upgrades	CF, HQ, PD, HQT	G. Gims A. Sheppard	August 2009	June 2010	General Title II, Part A	Programmatic Assessments	In-Progress

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NORTH FOREST INDEPENDENT SCHOOL DISTRICT 2009 - 2010							
District Goal: 2	Quality Workforce and Compensation By 2014 , NFISD will have a workforce that represents increased diversity supported by developmental opportunities and compensation practices to support continuous improvement in how the District, attracts, retains, and develops talent.						
Performance Objective: 2.2	Institute comprehensive skills and job alignment to achieve best job matches and remove low performers when required.						
Rational:	To identify and place the best staff who are best suited with the relevant skills to help the District achieve near-term objectives and the longer-term vision						
Summative Evaluation:	TAKS Reports, AEIS report, Report cards, Dropout Reports, Tutorial logs, & Parent logs						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Identify critical skill needs for each department and job family	NA	G. Gims A. Sheppard	August 2009	June 20011	Human Capital	Programmatic Assessments	In-Progress
Conduct gap analysis to determine what skills are needed compared to what skills are available	NA	G. Gims A. Sheppard	August 2009	June 20011	Human Capital	Programmatic Assessments	In-Progress
Update position descriptions for all positions at all levels to reflect current skills	NA	G. Gims A. Sheppard	August 2009	June 20011	Human Capital	Programmatic Assessments	In-Progress

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NORTH FOREST INDEPENDENT SCHOOL DISTRICT 2009 - 2010							
District Goal: 2	Quality Workforce and Compensation By 2014 , NFISD will have a workforce that represents increased diversity supported by developmental opportunities and compensation practices to support continuous improvement in how the District, attracts, retains, and develops talent.						
Performance Objective: 2.3	Establish incentive compensation plan to close school administrator and teacher pay gap.						
Rational:	To improve the ability to recruit and retain a stable teaching corps. The District benefits by having teacher continuity, which promotes deeper relationships between teachers and students.						
Summative Evaluation:	TAKS Reports, AEIS report, Report cards, Dropout Reports, Tutorial logs, & Parent logs						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Develop financial model to determine economic feasibility and its impact to the District	NA	G. Gims A. Sheppard	August 2010	June 2012	General	Programmatic Assessments	In-Progress
Consult with compensation consulting firms for options on how to implement	NA	G. Gims A. Sheppard	August 2010	June 2012	General	Programmatic Assessments	In-Progress
Create incentive program based on teaching innovation and increases in student achievement and other factors	NA	G. Gims A. Sheppard	August 2010	June 2012	General Title II, Part A ARRA Stimulus	Programmatic Assessments	In-Progress
Obtain approval from Board of Managers	NA	G. Gims A. Sheppard	August 2010	June 2012	NA	Programmatic Assessments	In-Progress

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GOAL 3:

FINANCIAL STABILITY AND GOVERNANCE

By 2014, NFISD will have a District-wide view of capital stewardship, resource allocation, and budgeting that is managed professionally. The District will require broader and deeper integration of business processes, budgeting and reporting practices that offer transparency and financial integrity.

PERFORMANCE OBJECTIVES

1. Develop capital stewardship and management discipline to improve resource allocation, and decision-making for higher quality outcomes and to obtain better value for District expenditures.
2. Execute school consolidation to provide most efficient use of available capital for near-term financial relief.
3. Implement performance reporting and accountability reviews for school principals and District administrators to evaluate progress.
4. Develop new partnership and revenue opportunities to increase enrollment and bring in alternative sources of revenue (e.g. vehicle advertising foundation development).

**NORTH FOREST INDEPENDENT SCHOOL DISTRICT
2009 - 2010**

District Goal: 3	Financial Stability and Governance By 2014 , NFISD will have a District-wide view of capital stewardship, resource allocation, and budgeting that is managed professionally. The District will require broader and deeper integration of business processes, budgeting and reporting practices that offer transparency and financial integrity.						
Performance Objective: 3.1	Develop capital stewardship and management discipline to improve resource allocation, and decision-making for higher quality outcomes and to obtain better value for District expenditures.						
Rational:	To address material deficiencies in financial reporting, and overall management discrepancies as reported by TEA. The district benefits through improved decision-making, greater transparency, and outcomes that support both state and federal guidelines of NCLB and financial management practices.						
Summative Evaluation:	AEIS, PBMAS, FIRST Rating, & PAIMS data						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Reduce fund balance 2009–10 budget and align program spending to reflect performance achievements desired by the Strategic Plan	CF	R. Wilson V. Sharp	August 2009	June 2011	General	Programmatic Assessments	In-Progress
Develop "capital stewardship and responsibility council"	CF	R. Wilson V. Sharp	August 2009	June 2011	General	Programmatic Assessments	In-Progress
Align 2009-10 Campus Improvement Plans (CIP) with Strategic Plan 2014	NA	R. Wilson V. Sharp	August 2009	June 2011	General	Programmatic Assessments	In-Progress
Streamline financial reporting capability for 2009-10 to report performance that aligns with direction of the strategic plan	NA	R. Wilson V. Sharp	August 2009	June 2011	General	Programmatic Assessments	In-Progress

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NORTH FOREST INDEPENDENT SCHOOL DISTRICT 2009 -2010							
District Goal: 3	Financial Stability and Governance By 2014 , NFISD will have a District-wide view of capital stewardship, resource allocation, and budgeting that is managed professionally. The District will require broader and deeper integration of business processes, budgeting and reporting practices that offer transparency and financial integrity.						
Performance Objective: 3.2	Execute school consolidation to provide most efficient use of available capital for near-term financial relief.						
Rational:	To alleviate financial stress of maintaining facilities that are underutilized that is the result of declining student enrollment.						
Summative Evaluation:	AEIS, PBMAS, FIRST Rating, & PAIMS data						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Complete implementation of current plans and continually evaluate financial performance	CF	R. Wilson V. Sharp	August 2009	June 2011	Human Capital	Programmatic Assessments	In-Progress
Phase out and/or reduce maintenance contracts with vendors	CF	R. Wilson V. Sharp	August 2009	June 2011	Human Capital	Programmatic Assessments	In-Progress
Obtain authorization and approval by Board of Managers	NA	R. Wilson V. Sharp	August 2009	June 2011	Human Capital	Programmatic Assessments	In-Progress

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NORTH FOREST INDEPENDENT SCHOOL DISTRICT 2009 - 2010							
District Goal: 3	Financial Stability and Governance By 2014 , NFISD will have a District-wide view of capital stewardship, resource allocation, and budgeting that is managed professionally. The District will require broader and deeper integration of business processes, budgeting and reporting practices that offer transparency and financial integrity.						
Performance Objective: 3.3	Implement performance reporting and accountability reviews for school principals and District administrators to evaluate progress.						
Rational:	To facilitate accountability and ownership for results and outcomes relevant to closing the student achievement gap, financial and operational performance of the District. The benefit to the District is the ability to improve execution and to foster communications that are more direct across the District and to external stakeholders.						
Summative Evaluation:	AEIS, PBMAS, FIRST Rating, & PEMS data						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Orient principals to new expectations for performance reporting, and accountability to fulfill the strategic vision for each strategic priority	PD, NA	R. Wilson V. Sharp	August 2010	June 2013	General	Programmatic Assessments	In-Progress
Develop common performance measurements across K-12 schools that demonstrate linkage between tactics, behaviors, and results	T, NA	R. Wilson V. Sharp	August 2010	June 2013	Title I, Part A	Programmatic Assessments	In-Progress
Align operating departments, staff employees and campus principals to ensure that each department and campus has in place projects and tactics that support the strategic vision for the District	NA	R. Wilson V. Sharp	August 2010	June 2013	General	Programmatic Assessments	In-Progress
Develop and implement facilities revitalization plan for high school and vocational and technology facility	NA	R. Wilson V. Sharp	August 2010	June 2013	General	Programmatic Assessments	In-Progress

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NORTH FOREST INDEPENDENT SCHOOL DISTRICT 2009 - 2010							
District Goal: 3	Financial Stability and Governance By 2014 , NFISD will have a District-wide view of capital stewardship, resource allocation, and budgeting that is managed professionally. The District will require broader and deeper integration of business processes, budgeting and reporting practices that offer transparency and financial integrity.						
Performance Objective: 3.4	Develop new partnerships and revenue opportunities to increase enrollment and bring in alternative sources of revenue (e.g. vehicle advertising, foundation development).						
Rational:	To stimulate new ways to generate capital that promotes long-term financial stability and strengthen specialty programs that make the District unique.						
Summative Evaluation:	AEIS, PBMAS, FIRST Rating, & PEMS data						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Develop new and unusual strategic connections to facilitate new partnerships for support with larger companies that serve the community (e.g. Western Union, AutoZone, Waste Management)	PD, NA	R. Wilson V. Sharp	August 2010	June 2012	Human Capital	Programmatic Assessments	In-Progress
Establish idea generation group within the schools to uncover new opportunities that increase revenue for the District potentially	T, NA	R. Wilson V. Sharp	August 2010	June 2012	Human Capital	Programmatic Assessments	In-Progress
Identify external resource (consultant) to design education foundation and most effective ways to launch, implement and manage long-term	NA	R. Wilson V. Sharp	August 2010	June 2012	General	Programmatic Assessments	In-Progress
Develop idea review process to ascertain feasibility and likelihood of implementing new revenue generating ideas	NA	R. Wilson V. Sharp	August 2010	June 2012	Human Capital	Programmatic Assessments	In-Progress

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GOAL 4:

TECHNOLOGICALLY ADVANCED FACILITIES

By 2014, NFISD will offer technologically advanced facilities and infrastructure that prepares students and provides teachers with relevant technology support, and the ability to apply technology for high-paying jobs of the future.

PERFORMANCE OBJECTIVES

1. Implement the use of technology to support learning anytime and access from anywhere at North Forest campuses and facilities.
2. Incorporate modern technologies to improve safety, minimize thefts, and reduce vandalism at school properties.
3. Launch high school cafeteria modernization by transforming it into “Cafeteria Dining Experience of the Future”.

**NORTH FOREST INDEPENDENT SCHOOL DISTRICT
2009 - 2010**

District Goal: 4	Technologically Advanced Facilities By 2014 , NFISD will offer technologically advanced facilities and infrastructure that prepares students and provide teachers with relevant technology support and the ability to apply technology for high-paying jobs of the future.						
Performance Objective: 4.1	Implement the use of technology to support learning anytime and access from anywhere at North Forest campuses and facilities.						
Rational:	To capture the full value of technology in an environment that fosters collaborative work groups internally and with external business partners. The benefit to the District is a lower total cost of ownership and simplified maintenance of technology tools and support.						
Summative Evaluation:	AEIS, PBMAS, & PEIMS data						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Continue with upgrade of infrastructure to increase bandwidth and reliability of Internet access	NA	R. Moore D. Givens R. Wilson	August 2009	June 2010	General	Programmatic Assessments	In-Progress
Perform review of campus best practices at K-12, and higher education to implement reliable and consistent wireless architecture	NA, T, TA, R	R. Moore D. Givens R. Wilson	August 2009	June 2010	Title II, Part D	Programmatic Assessments	In-Progress
Build support and understanding with campus Principals	NA	R. Moore D. Givens R. Wilson	August 2009	June 2010	Human Capital	Programmatic Assessments	In-Progress
Develop core requirements for computing at each campus (e.g. type of applications, frequency, video, communications, testing)	NA	R. Moore D. Givens R. Wilson	August 2009	June 2010	General Title II, ARRA	Programmatic Assessments	In-Progress
Revamp hardware and configurations to be consistent from campus to campus	NA	R. Moore D. Givens R. Wilson	August 2009	June 2010	General Title II, ARRA	Programmatic Assessments	In-Progress

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**NORTH FOREST INDEPENDENT SCHOOL DISTRICT
2009 - 2010**

District Goal:	Technologically Advanced Facilities By 2014 , NFISD will offer technologically advanced facilities and infrastructure that prepares students and provide teachers with relevant technology support and the ability to apply technology for high-paying jobs of the future.						
Performance Objective: 4.2	Incorporate modern technologies to improve safety, minimize thefts, and reduce vandalism at school properties.						
Rational:	To protect and promote physical safety of students and employees, reduce theft of hard equipment assets and reduce criminal activity on school properties. The District benefits through a more responsive police force and the ability to work more collaboratively with external police to address criminal and non-criminal (e.g. vandalism, graffiti) activities.						
Summative Evaluation:	AEIS, PBMAS, & PEIMS data						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Create "Safety and Security Portfolio" of needs for all District facilities to determine priorities, feasibility and cost	NA	R. Moore D. Givens R. Wilson	August 2009	June 2014	Title IV, Part A	Programmatic Assessments	In-Progress
Design security approach for building security, and other District facilities	NA	R. Moore D. Givens R. Wilson	August 2009	June 2014	Title IV, Part A	Programmatic Assessments	In-Progress
Establish creative partnerships and grants to reduce cost of implementation through pilots	CF, NA	R. Moore D. Givens R. Wilson	August 2009	June 2014	Human Capital	Programmatic Assessments	In-Progress
Examine feasibility of location-based services (LBS) to track and monitor location of staff	NA	R. Moore D. Givens R. Wilson	August 2009	June 2014	Human Capital	Programmatic Assessments	In-Progress

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**NORTH FOREST INDEPENDENT SCHOOL DISTRICT
2009 - 2010**

District Goal:	Technologically Advanced Facilities By 2014 , NFISD will offer technologically advanced facilities and infrastructure that prepares students and provide teachers with relevant technology support and the ability to apply technology for high-paying jobs of the future.						
Performance Objective: 4.3	Launch high school cafeteria modernization by transforming into "Cafeteria Dining Experience of the Future".						
Rational:	To create an atmosphere that facilitates improved student behavior, more pleasant interactions by providing a modern dining experience for students. The benefit is a positive gathering place for students to congregate, exchange ideas, study and promote healthy peer-to-peer behaviors and reduce incidents of violence.						
Summative Evaluation:	AEIS, PBMAS, & PEIMS data						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Design next generation dining experience that incorporates latest technology for food management, inventory control, payment and financial reconciliation	NA	R. Moore D. Givens R. Wilson	August 2010	June 2011	General	Programmatic Assessments	In-Progress
Establish design committee consisting of students, teachers and administrators	NA	R. Moore D. Givens R. Wilson	August 2010	June 2011	Human Capital	Programmatic Assessments	In-Progress
Implement Wi-Fi zone that serves as "public square" for school related interaction, after school programs and public meetings for community	TA, PI, R	R. Moore D. Givens R. Wilson	August 2010	June 2011	E-Rate	Programmatic Assessments	In-Progress
Continue consultation services with architects as early stage analysis	NA	R. Moore D. Givens R. Wilson	August 2010	June 2011	General	Programmatic Assessments	In-Progress
Develop more detailed budget and offset with available federal monies to determine actual cost to the District	CF, NA	R. Moore D. Givens R. Wilson	August 2010	June 2011	Human Capital	Programmatic Assessments	In-Progress

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GOAL 5:

SAFETY AND COMMUNITY INVOLVEMENT

By 2014, NFISD will be a vital community resource for citizens that serve as an information clearing house to facilitate how people improve their quality of life. The District will rely heavily on security and safety, and coordination of resources with religious organizations and public agencies to realize a safe atmosphere in which children can learn with fewer distractions.

PERFORMANCE OBJECTIVES

1. Outline entire catalog of services that people across the District consume to create an information-clearing house and access point as a catalyst for higher living standards for elderly, young adults and children.
2. Devise “Family Involvement” campaign to transform relationships with community members and families that support deeper levels of interest about student achievement and extracurricular activities.

**NORTH FOREST INDEPENDENT SCHOOL DISTRICT
2009 - 2010**

District Goal: 5	Safety and Community Involvement By 2014 , NFISD will be a vital community resource for citizens that serve as an information clearing house to facilitate how people improve their quality of life. The District will rely heavily on security and safety, and coordination of resources with religious organizations and public agencies to realize a safe atmosphere in which children can learn with fewer distractions.						
Performance Objective: 5.1	Outline entire catalog of services that people across the District consume to create an information-clearing house and access point as a catalyst for higher living standards for elderly, young adults and children.						
Rational:	To develop a District-driven model to facilitate the appropriate type of support to meet the needs of students outside the school environment. By establishing a web of connected services and identifying who are various stakeholders that include public agencies, citizens groups and private sector organizations, appropriate services can be accessed that benefit students and the families of students. The benefit to students is necessary interventions, and support that allows them to focus on academic achievement.						
Summative Evaluation:	AEIS, PBMAS, & FIRST rating						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Identify and organize a comprehensive list of all agencies and organizations with which the District has an "existing" relationship and "prior" relationships that are no longer active	NA	J. O'Connor, M. Miles, H. Jones, C. Russell, N. Myles, E. Forte, T. Weatherspoon	August 2010	June 2013	Human Capital	Programmatic Assessments	In-Progress
Determine the types of services that represent the greatest need for students	NA	J. O'Connor, M. Miles, H. Jones, C. Russell, N. Myles, E. Forte, T. Weatherspoon	August 2010	June 2013	Human Capital	Programmatic Assessments	In-Progress
Conduct lessons learned review of existing practices that work well, and programs that did not work well	NA	J. O'Connor, M. Miles, H. Jones, C. Russell, N. Myles, E. Forte, T. Weatherspoon	August 2010	June 2013	Human Capital	Programmatic Assessments	On-Going
Develop marketing and communications campaigns of available services	NA	J. O'Connor, M. Miles, H. Jones, C. Russell, N. Myles, E. Forte, T. Weatherspoon	August 2010	June 2013	General	Programmatic Assessments	In-Progress

DISTRICT IMPROVEMENT PLAN WORKSHEET KEY

School Wide Competencies: NA=Needs Assessment; R=Reform Strategy; HQ =High Quality Instruction; PD =Professional Development; HQT= Highly Qualified Teachers; PI=Parent Involvement; T-Transition; DA =Decision Assessment; TA =Timely Assistance; CF = Coordinated Funding

**NORTH FOREST INDEPENDENT SCHOOL DISTRICT
2009 - 2010**

District Goal: 5	Safety and Community Involvement By 2014 , NFISD will be a vital community resource for citizens that serves as an information clearing house to facilitate how people improve their quality of life. The District will rely heavily on security and safety, and coordination of resources with religious organizations and public agencies to realize a safe atmosphere in which children can learn with fewer distractions.						
Performance Objective: 5.1	Outline entire catalog of services that people across the District consume to create an information-clearing house and access point as a catalyst for higher living standards for elderly, young adults and children.						
Rational:	To develop a District-driven model to facilitate the appropriate type of support to meet the needs of students outside the school environment. By establishing a web of connected services and identifying who are various stakeholders that include public agencies, citizens groups and private sector organizations, appropriate services can be accessed that benefit students and the families of students. The benefit to students is necessary interventions, and support that allows them to focus on academic achievement.						
Summative Evaluation:	AEIS, PBMAS, & FIRST rating						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Identify technology related services that promote more efficient and timely contact with community members (e.g. emergency mobile service for elderly)	PI, NA	J. O'Connor, M. Miles H. Jones, C. Russell, N. Myles, E. Forte, T. Weatherspoon	August 2010	June 2013	Human Capital	Programmatic Assessments	In-Progress
Develop tight web of partnerships with City, County and State services to promote child advocacy (e.g. health, living conditions, serving as primary care giver for adult, etc)	R, NA	J. O'Connor, M. Miles H. Jones, C. Russell, N. Myles, E. Forte, T. Weatherspoon	August 2010	June 2013	Human Capital	Programmatic Assessments	In-Progress
Establish Community Liaison Office to oversee and build bridges with external partners in systematic way that is monitored and progress reported	NA	J. O'Connor, M. Miles H. Jones, C. Russell, N. Myles, E. Forte, T. Weatherspoon	August 2010	June 2013	Human Capital	Programmatic Assessments	In-Progress

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**NORTH FOREST INDEPENDENT SCHOOL DISTRICT
2009 - 2010**

District Goal: 5	Safety and Community Involvement						
	By 2014 , NFISD will be a vital community resource for citizens that serves as an information clearing house to facilitate how people improve their quality of life. The District will rely heavily on security and safety, and coordination of resources with religious organizations and public agencies to realize a safe atmosphere in which children can learn with fewer distractions.						
Performance Objective: 5.2	Devise "Family Involvement" campaign to transform relationships with community members and families that support deeper levels of interest about student achievement and extracurricular activities.						
Rational:	To increase student self-esteem and interest in school that leads to improved academic performance and success through <i>active</i> parent or guardian involvement. Through "Family Involvement" the circle of influence is expanded to include all people that know, care about and contribute to the success of a student.						
Summative Evaluation:	AEIS, PBMAS, & FIRST rating						
Action(s) Implementations	Title I School wide Components	Person(s) Responsible	Timeline Start/End		Resources Funding	Formative Evaluation	Status
Devise "Family Involvement" Committee comprised of North Forest community members	PI	J. O'Connor, M. Miles H. Jones, C. Russell, N. Myles, E. Forte T. Weatherspoon	August 2009	June 2014	Title I, Part A	Programmatic Assessments	In-Progress
Establish "Family Involvement" resource portal for information and tools to increase active involvement from family members	PI	J. O'Connor, M. Miles H. Jones, C. Russell, N. Myles, E. Forte, T. Weatherspoon	August 2009	June 2014	Title I, Part A	Programmatic Assessments	In-Progress
Develop Committee charter and protocols for identifying, managing and reporting issues and managing performance	PD	J. O'Connor, M. Miles H. Jones, C. Russell, N. Myles, E. Forte, T. Weatherspoon	August 2009	June 2014	Title I, Part A	Programmatic Assessments	In-Progress
Conduct research to identify best practices in parental involvement	NA	J. O'Connor, M. Miles H. Jones, C. Russell, N. Myles, E. Forte, T. Weatherspoon	August 2009	June 2014	Title I, Part A	Programmatic Assessments	In-Progress
Devise communications approach for Family Involvement campaign across all schools	PI	J. O'Connor, M. Miles H. Jones, C. Russell, N. Myles, E. Forte, T. Weatherspoon	August 2009	June 2014	Title I, Part A	Programmatic Assessments	In-Progress
Create communication links with parents, guardians and interested family through text, email, phone, direct mail and face to face meetings	PI	J. O'Connor M. Miles H. Jones, C. Russell, N. Myles, E. Forte, T. Weatherspoon	August 2009	June 2014	Title I, Part A	Programmatic Assessments	In-Progress

DISTRICT IMPROVEMENT PLAN WORKSHEET KEY

School Wide Competencies: NA=Needs Assessment; R=Reform Strategy; HQ =High Quality Instruction; PD =Professional Development; HQT= Highly Qualified Teachers; PI=Parent Involvement; T-Transition; DA =Decision Assessment; TA =Timely Assistance; CF = Coordinated Funding

NORTH FOREST INDEPENDENT SCHOOL DISTRICT

ELEMENTARY CAMPUSES

Elementary School Campuses	Read/ELA	Write	Math	Science	Rating
FONWOOD					Recognized
All Students	84%	80%	85%	90%	
African American	87%	82%	87%	84%	
Hispanic	83%	78%	84%	97%	
White					
Economically Disadvantage	84%	80%	85%	90%	
HILLARD					Academically Acceptable
All Students	77%	91%	73%	58%	
African American	74%	88%	68%	54%	
Hispanic	87%	99%	87%	75%	
White					
Economically Disadvantage	77%	91%	73%	58%	
LAKEWOOD					Recognized
All Students	90%	94%	90%	93%	
African American	84%	88%	76%	78%	
Hispanic	92%	98%	96%	99%	
White					
Economically Disadvantage	90%	94%	90%	93%	
ROGERS					Recognized
All Students	85%	86%	86%	76%	
African American	87%	88%	87%	75%	
Hispanic	74%	80%	82%	80%	
White					
Economically Disadvantage	84%	86%	86%	76%	
SHADYDALE					Recognized
All Students	89%	84%	88%	84%	
African American	90%	87%	89%	83%	
Hispanic	86%	75%	87%	86%	
White					
Economically Disadvantage	89%	84%	88%	84%	

NORTH FOREST INDEPENDENT SCHOOL DISTRICT

SECONDARY CAMPUSES

Middle Schools	READ/ELA	WRITING	SOCIAL STUDIES	MATH	SCIENCE	RATING
ELMORE MIDDLE						Academically Acceptable
All Students	91%	89%	82%	90%	68%	
African American	90%	89%	83%	88%	65%	
Hispanic	94%	88%	79%	96%	80%	
White						
Economically Disadvantage	91%	89%	82%	90%	68%	
FOREST BROOK MIDDLE						Academically Acceptable
All Students	79%	90%	88%	66%	59%	
African American	77%	88%	88%	62%	60%	
Hispanic	82%	94%	94%	73%	64%	
White						
Economically Disadvantage	79%	90%	90%	66%	58%	

High School	READ/ELA	SOCIAL STUDIES	MATH	SCIENCE	RATING
NORTH FOREST HIGH					Academically Unacceptable
All Students	65%	74%	36%	45%	
African American	68%	72%	35%	45%	
Hispanic	59%	79%	39%	45%	
White					
Economically Disadvantage	65%	74%	36%	45%	

NORTH FOREST INDEPENDENT SCHOOL DISTRICT

ALL CAMPUSES

DISTRICT	READ	WRITING	SOCIAL STUDIES	MATH	SCIENCE	RATING
NORTH FOREST ISD						Academically Unacceptable
All Students	78%	88%	79%	67%	59%	
African American	78%	87%	78%	64%	56%	
Hispanic	79%	90%	82%	74%	67%	
White	99%			60%		
Economic Disadvantage	78%	88%	79%	67%	59%	



“It’s Where You Want to Be”