

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: November 12 , 2007

Presented by: Horace Williams, Superintendent

Subject: District and Campus Improvement Plans

Action Item

BACKGROUND INFORMATION:

As required, the district and campus improvement plans for 2007-2008 are presented for your approval. The purpose of the plans is to guide the district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators.

RECOMMENDATION:

Staff recommends approval of the 2007-2008 District and Campus Improvement Plans.

BOARD ACTION REQUIRED:

Board approval

POLICY AUTHORIZATION:

BQ (Legal)

CONTACT PERSON(S):

Dr. Homer Carter

FUNDING SOURCE:

None

ENCLOSURES:

See attachment

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

District/Campus Improvement Plans

Introduction

Site-based decision making implementation has been mandated for all Texas school districts since 1992. TEA in its *Resource Guide on Site-based Decision Making and District and Campus Planning* defines site-based decision making as a process for decentralizing decisions to improve the educational outcomes at every school campus. This collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

The atmosphere in the United States has become more demanding of public school systems' central administration. Often the public asks that centralized decision making units be broken into smaller, more workable groups that will provide them opportunities to have input into local education decisions. To empower the local public school system, a balance between freedom and accountability must be achieved. The school must have freedom to take ownership of the education process.

The expected outcome of site-based decision making is improved student performance as a result of:

- Effective campus and school district planning for the purpose of improved student performance
- Clearly established accountability parameters for student performance
- Improved communication and information flow
- Consensus-based, decision making
- Pervasive and long-range commitment to implementation

The implementation process for site-based decision making occurs at two levels - district and campus. To implement the process at the district level, administration should consider the following critical success factors:

- Support of both the school board and the superintendent as site-based decision making requires a fundamental change in decision making.
- Extensive and continuous training prior to and during implementation within the school district. Training should include, but not be limited to, developing skills on consensus building, brainstorming, problem solving, managing change and interpersonal communication skills such as conflict resolution, value clarification and negotiation.
- Budget shifts will be performed by objective instead of the historical method of formulas. Therefore, a large part of the responsibility for budgeting will be transferred to the campus level.
- Teachers, parents, students and community representatives to provide input for their respective school's site-based decision making policies and procedures and campus improvement plan

Site-based decision making differs significantly from traditional school organization practices in the following ways:

- Goals are determined on a campus level from a campus needs assessment and outcome data.
- Activities are self-initiated and self-directed by the campus staff.
- Budget development and allocation of resources are campus-controlled.
- Staff selection criteria are guided by standards developed by a campus within the context of state and district guidelines.
- Campus organization structure is arranged functionally to encourage and facilitate shared team decision making and input.
- The campus staff verify that site-based decision making is established and working.
- The role of central administration in site-based decision making is that of support.

Central administration assists in site-based decision making through planning, providing alternative strategies, developing evaluation mechanisms and obtaining resources.

While every school district will have differences in function that will be performed on a central basis, typical functions performed centrally include the following services: maintenance, custodial, transportation, food, data processing, business (accounting, budget coordination, purchasing, etc.), security and personnel.

CEDAR HILL SCHOOL DISTRICT

Campus Improvement Plan

CHECKLIST

The following checklist adheres to the NCLB and TEC requirements in the development of the ***Campus Improvement Plan (CIP)***. The checklist is provided to guide you in meeting all of the requirements mandated by federal, state, and local requirements. The grade level specific templates have been designed to respond to each of the mandates.

Mandate	Required Task	Reviewer Initials	
		Campus	Central
TEC§11.251 (e) (1) (2) TEA Requirements for School Improvement	<i>Establish Campus Level Committee</i> and hold meetings to revise the CIP in consultation with parents and school staff.		
TEA Requirements for School Improvement	<i>Revise CIP</i> within three months of status/rating identification.		
TEA Requirements for School Improvement	<i>Revise CIP</i> to cover a two-year period of implementation, monitoring, and evaluation.		
NCLB§ 1114: TEA requirements for School Improvement; TEC§ 11.253 (d) (1); TEC§ 11.252 (3) (A); TEC§ 11.253 (c); TEC§ 29.081;	<i>Conduct a comprehensive needs assessment for each student group</i> including students in At-Risk situations, Special education Students, and Gifted students based on AEIS system. If applicable, address specific academic issues that caused the campus to receive the “needs improvement” or “academically unacceptable” rating.		
TEC§ 11.253 (d)(2); TEA requirements for School Improvement	<i>Set measurable goals and objectives based on AEIS system.</i> Include specific, measurable annual objectives for continuous and substantial progress by each student group and n each identified targeted area in need of improvement.		
TEC§ 11.253 (d)(3); TEA requirements for School Improvement	<i>Develop strategies and activities.</i> Include instructional strategies and practices from scientifically based research to support areas in need of improvement.		
TEC§ 11.253 (4)	<i>Determine resources</i> needed to implement the plan.		
TEC§ 11.253 (d)(5)	<i>Identify specific</i> person/position responsible.		
TEC§ 11.253 (d)(6)	<i>Include a timeline</i> for action plans and implementation.		
TEC§ 11.253 (d)(7)	<i>Specify formative evaluation for strategies</i> and specific activities.		
TEC§ 11.253 (d)(7); NCLB§ 1114	<i>Specify summative evaluation.</i>		

		Reviewer Initials	
NCLB§ 1114 (a)(b); TEC§ 11.252 (3)(F); TEC§11.253(d)(8); TEA requirements for School Improvement	<i>Specify professional staff development.</i> Include high quality professional development and training which includes teacher mentoring.		
NCLB§ 1118; TEC§ 11.252 (d)(9); TEA requirements for School Improvement	<i>Specify involvement/training for parents.</i> Include specifics strategies to strengthen parental involvement.		
TEC§ 11.253 (d)(8)	Specify Violence Prevention and Intervention Strategies – Including Discipline Management.		
TEC§ 25.112 (b)(2)	Develop K-4 Class Size Waiver Plan (if applicable)		
NCLB§ 1114	Address all required CIP compliance components.		

AYP STAGE 1 CAMPUS			
TEA Requirements for School Improvement	<i>Revise</i> the CIP in consultation with outside experts.		
TEA Requirements for School Improvement	Include evidence of written notification to parents regarding school status.		
TEA Requirements for School Improvement	Include evidence of required public meeting to present campus status and corrective actions plans.		
TEA Requirements for School Improvement	Include indication of appropriate activities provided before or after school, during the summer, or during any extension of the school year.		
TEA Requirements for School Improvement	Include evidence that all student groups will be included and will participate in identified improvement practices.		
TEC 11.251	<i>Address</i> the specific responsibilities of the school and of the district.		
TEA Requirements for School Improvement	<i>Documentation</i> of students opting for “School Choice” transfers.		
TEA Requirements for School Improvement	Include a statement of plan describing how to spend not less than 10% of Title 1 campus allocation for professional development.		

CHISD

**District
Improvement
Plan**

Cedar Hill Independent School District
Executive Summary
District Improvement Plan
2007-2008

Cedar Hill Independent School District

Horace Williams, Superintendent

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey becoming world class by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention.

Goal 3: Fiscal Management

- Build the fund balance to be 25% of the General Fund budget.

Goal 4: Safety/Discipline

- Expect, promote and support a safe and orderly learning environment.
- Consistency and uniformity in school wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading/ELA	All students and all student groups, gr. 3-11	TAKS English	Percent of students passing will increase from 87% to 88%.	
		African American students, gr. 3-11	TAKS English	Percent of students passing will increase from 85% to 86%.	
		LEP students, gr. 3-11	TAKS English/Spanish	Percent of students passing will increase from 73% to 75%.	
		Hispanic students, gr. 3-11	TAKS English	Percent of students passing will increase from 87% to 88%.	
		White students, gr. 3-11	TAKS English	Percent of students passing will increase from 94% to 95%.	
		Economically Disadvantaged students, gr. 3-11	TAKS English	Percent of students passing will increase from 82% to 83%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		Special Education students, gr. 3-11	TAKS English	Percent of students passing will increase from 60% to 75%.	
1	Writing	All students and all student groups, gr. 4 and 7	TAKS English	Percent of students passing will increase from 90% to 91%.	
		African American students, gr. 4 and 7	TAKS English	Percent of students passing will increase from 90% to 91%.	
		LEP students, gr. 4 and 7	TAKS English/Spanish	Percent of students passing will increase from 81% to 82%.	
		Hispanic students, gr. 4 and 7	TAKS English	Percent of students passing will increase from 91% to 92%.	
		White students, gr. 4 and 7	TAKS English	Percent of students passing will increase from 92% to 93%.	
		Economically Disadvantaged students, gr. 4 and 7	TAKS English	Percent of students passing will increase from 87% to 90%.	
		Special Education students, gr. 4 and 7	TAKS English	Percent of students passing will increase from 66% to 75%.	
1	Math	All students and all student groups, gr. 3-11	TAKS English	Percent of students passing will increase from 68% to 75%.	
		African American students, gr. 3-11	TAKS English	Percent of students passing will increase from 63% to 75%.	
		LEP students, gr. 3-11	TAKS English/Spanish	Percent of students passing will increase from 59% to 75%.	
		Hispanic students, gr. 3-11	TAKS English	Percent of students passing will increase from 70% to 75%.	
		White students, gr. 3-11	TAKS English	Percent of students passing will increase from 86% to 88%.	
		Economically Disadvantaged students, gr. 3-11	TAKS English	Percent of students passing will increase from 62% to 75%.	
		Special Education students, gr. 3-11	TAKS English	Percent of students passing will increase from 43% to 75%.	
1	Social Studies	All students and all student groups, gr. 3-11	TAKS English	Percent of students passing will increase from 89% to 90%.	
		African American students, gr. 3-11	TAKS English	Percent of students passing will increase from 86% to 88%.	
		LEP students, gr. 3-11	TAKS English/Spanish	Percent of students passing will increase from 64% to 75%.	
		Hispanic students, gr. 3-11	TAKS English	Percent of students passing will increase from 90% to 91%.	
		White students, gr. 3-11	TAKS English	Percent of students passing will increase from 97% to 98%.	
		Economically Disadvantaged students, gr. 3-11	TAKS English	Percent of students passing will increase from 85% to 86%.	
		Special Education students, gr. 3-11	TAKS English	Percent of students passing will increase from 67% to 75%.	
1	Science	All students and all student groups, gr. 3-11	TAKS English	Percent of students passing will increase from 63% to 75%.	
		African American students, gr. 3-11	TAKS English	Percent of students passing will increase from 57% to 75%.	
		LEP students, gr. 3-11	TAKS English	Percent of students passing will increase from 34% to 75%.	
		Hispanic students, gr. 3-11	TAKS English	Percent of students passing will increase from 59% to 75%.	
		White students, gr. 3-11	TAKS English	Percent of students passing will increase from 87% to 88%.	
		Economically Disadvantaged students, gr. 3-11	TAKS English	Percent of students passing will increase from 53% to 75%.	
		Special Education students, gr. 3-11	TAKS English	Percent of students passing will increase from 42% to 75%.	
1	Attendance	All students in grades 3-11	ADA for 2004-2005	Annual student attendance will increase from 97% to 99%.	
1	Commended Performance	All students, grades 3-11	TAKS	The number of students receiving commended performance will increase by 20%.	
1	Dropout	All students and all student groups, gr. 7 - 8	Dropout rate for 7 - 8 AYP	Dropout rate will be reduced from .0% to (hold stable).	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Graduation Rate	All students in grade 9 – 12.	Graduation Rate for 2005	Graduation rate will increase from 86% to 96%.	
1	Completion Rate	All students in grades 9-12	Completion Rate for 2006	Completion rate with GED will increase from 89.5% to 90%; without GED will increase from 88.2% to 89%.	
1	ACT Test	All students in grade 9-12	ACT data for 2005	Increase the number of exams taken from 130 to 150.	
1	SAT Test	All students in grade 9-12	SAT data for 2005	Increase the number of exams taken from 247 to 300.	
2	Teacher Retention	All teachers in grades PreK-12	2006 teacher retention rate	Increase the number of teachers from 75% to 80%.	
3	Fiscal Management	All District Professional Staff	Annual District Audit Report	Results and findings of audit report	
4	Safety	All students in grades PreK-12 and CHISD staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase student and staff participation in safety awareness by 5%.	
4	Discipline Management	All students in grades PreK-12	District's 425 PEIMS Report	5% decrease in discipline referrals	
4	Character Education	All students in grades PreK-12 and CHISD staff	Character Education Survey	Improve each grant goal by 5% annually.	
4	Parental Involvement	Parents	Sign-in sheets, agendas, surveys	5% increase in parental involvement	
4	Community Involvement	Community members	Surveys, sign in sheets	5% increase in community involvement	

Major Strategies

It is the goal of Cedar Hill Independent School District to achieve an “Exemplary” or “Recognized” rating for the 2007-2008 school year. Major strategies that will be implemented to ensure that all students meet the state standards at 75% or higher are:

- Provide *TAKS Data Analyses Training* for all principals and instructional coordinators.
- Provide *Accountability Training* for all principals and central office administrators.
- Implement action plan for teaching the TEKS, TAKS, and ITBS objectives aligned with *F.O.C.U.S* and test taking strategies.
- Design formative assessments for students each three-weeks.
- Disaggregate data to identify student deficiencies and develop plan for early intervention.
- Implement district-wide mentoring program training for all principals and assigned campus mentors.
- Provide *F.O.C.U.S.* for all teachers, principals, and central office instructional staff in the preparation of classroom instruction.
- Provide *Three-Minute Walk Throughs Training* for all principals, teachers, and central office instructional staff.
- Instructional leadership team and instructional coordinators will monitor campuses through the implementation of 25 three-minute walk-throughs per week.

- Instructional coordinators will monitor each campus's 3 week assessments.
- Implement teacher mentoring program and offer quality professional development with a focus in science and math to attract, recruit, and retain highly qualified teachers.
- Implement *Character Education Program* across the district.
- Implement district's School Health Advisory Committee *SHAC* Program.
- Implement systemic procedures to improve the overall fiscal health of CHISD.
- Ensure that budgets are tied to students' needs for academic achievement.
- Hire a school psychologist/social worker to work with students and the parents of students who are in need of social services.
- Implement an *Early College High School Program* that will continue to foster a college bound culture.

Bray Elementary

Campus Improvement Plan

Cedar Hill Independent School District

Executive Summary

Campus Improvement Plan

2007-2008

Bray Elementary

Robert Johansen, Principal

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey to becoming world class by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention.

Goal 4: Safety/Discipline

- Expect, promote and support a safe and orderly learning environment.
- Provide consistency and uniformity in school wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

ELEMENTARY SCHOOL

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading	All students and all student groups, gr. 3-4	TAKS English	Percent of students passing will increase from 97 % to 100%.	
		African American students, gr. 3-4	TAKS English	Percent of students passing will increase from 94% to 100%.	
		LEP students, gr. 3-4	TAKS English/Spanish	Percent of students passing will increase from 100 % to 100%.	
		Hispanic students, gr. 3-4	TAKS English	Percent of students passing will increase from 95% to 100%.	
		White students, gr. 3-4	TAKS English	Percent of students passing will increase from 100% to 100%.	
		Economically Disadvantaged students, gr. 3-4	TAKS English	Percent of students passing will increase from 93% to 100%.	
		Special Education students, gr. 3-4	TAKS English	Percent of students passing will increase from 100% to 100%.	
1	Writing	All students and all student groups, gr. 4	TAKS English	Percent of students passing will increase from 90% to 95%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		African American students, gr. 4	TAKS English	Percent of students passing will increase from 88% to 93%.	
		LEP students, gr. 4	TAKS English/Spanish	Percent of students passing will increase from 100% to 100%.	
		Hispanic students, gr. 4	TAKS English	Percent of students passing will increase from 93% to 100%.	
		White students, gr. 4	TAKS English	Percent of students passing will increase from 89% to 95%.	
		Economically Disadvantaged students, gr. 4	TAKS English	Percent of students passing will increase from 90% to 95%.	
		Special Education students, gr. 4	TAKS English	Percent of students passing will increase from 100% to 100%.	
1	Math	All students and all student groups, gr. 3-4	TAKS English	Percent of students passing will increase from 95% to 100%.	
		African American students, gr. 3-4	TAKS English	Percent of students passing will increase from 94% to 100%.	
		Hispanic students, gr. 3-4	TAKS English	Percent of students passing will increase from 95% to 100%.	
		White students, gr. 3-4	TAKS English	Percent of students passing will increase from 97% to 100%.	
		Economically Disadvantaged students, gr. 3-4	TAKS English	Percent of students passing will increase from 95% to 100%.	
		Special Education students, gr. 3-4	TAKS English	Percent of students passing will increase from 100% to 100%.	
1	Attendance	All students in gr. pk-4	ADA	Annual student attendance will increase from 96% to 97%..	
1	Commended Performance	All students in gr. 3-4	TAKS	The number of students receiving commended performance will increase by 20%.	
2	Teacher Retention	All staff members on the campus	Decrease in the number of staff leaving	Annual teacher retention will increase from 81% to 85% .	
4	Safety	All students and staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase student and staff participation in safety awareness by 5%.	
4	Discipline Management	All students	Teacher referral discipline reports	A 15% decrease in discipline referrals	
4	Character Education	All students and staff	Improve student character using the six pillars of Character Education.	Student character education survey showing a 5% improvement in student character at the campus level based on the grant's goals	
4	Parental Involvement	All parents	Sign-in sheets, agendas, surveys	Parental participation will increase by 10%.	
4	Community Involvement	Students, teachers, parents, community	Surveys, sign in sheets	85% approval rate on end-on-year parent and student surveys	

Major Strategies

Bray's major campus strategy will address fourth grade writing. Data shows that 88% of African American students, 89% of White students, 90% of Economically Disadvantaged students, and 93 percent of Hispanic students met the state standard.

- Implement strategies from the "Writing Academy" to address the deficiencies in writing.
- Implement "Keep on Reading Science!" which will address ELA, reading and science TEKS and will prepare students for the fifth grade science test.

Plummer Elementary

Campus Improvement Plan

Cedar Hill Independent School District

Executive Summary

Campus Improvement Plan

2007-2008

Plummer Elementary

Linda L. Cronenberg, Principal

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey to becoming world class by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention.

Goal 4: Safety/Discipline

- Expect, promote and support a safe and orderly learning environment.
- Provide consistency and uniformity in school wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

ELEMENTARY SCHOOL

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading	All students and all student groups, gr.3 and 4	TAKS English	Percent of students passing will increase from 92% to 93%.	
		African American students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 91% to 92%.	
		LEP students, gr. 3 and 4	TAKS English/Spanish	Percent of students passing will increase from 90% to 91%.	
		Hispanic students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 92% to 93%.	
		White students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 92% to 93%.	
		Economically Disadvantaged students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 89% to 90%.	
		Special Education students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 82% to 85%.	
1	Writing	All students and all student groups, gr. 4	TAKS English	Percent of students passing will increase from 95% to 95%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		African American students, gr. 4	TAKS English	Percent of students passing will increase from 92% to 93%.	
		Hispanic students, gr. 4	TAKS English	Percent of students passing will increase from 100% to 100%.	
		White students, gr. 4	TAKS English	Percent of students passing will increase from 100% to 100%.	
		Economically Disadvantaged students, gr. 4	TAKS English	Percent of students passing will increase from 94% to 95%.	
		Special Education students, gr. 4	TAKS English	Percent of students passing will increase from 100% to 100%.	
1	Math	All students and all student groups, gr. 3 and 4	TAKS English	Percent of students passing will increase from 81% to 85%.	
		African American students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 79% to 84%.	
		LEP students, gr.3 and 4	TAKS English/Spanish	Percent of students passing will increase from 70% to 75%.	
		Hispanic students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 82% to 85%.	
		White students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 88% to 90%.	
		Economically Disadvantaged students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 80% to 85%.	
		Special Education students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 52% to 75%.	
1	Attendance	All students in grades Prek-4	ADA	Annual student attendance will increase from 97.1% to 97.5%.	
1	Commended Performance	All students in gr. 3 and 4	TAKS	The number of students receiving commended performance will increase by 20%.	
2	Teacher Retention	All staff members on the campus	Increase staff retention	Teacher retention will be at or exceed 90%.	
4	Safety	All students and staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase student and staff participation in safety awareness by 10%.	
4	Discipline Management.	All students	Number of office referrals	PEIMS Discipline Report decreased by 10%	
4	Character Education	All students and staff	Character Education Survey	Improve grant goals based on the six pillars of character education set by the grant at 5% annually.	
4	Parental Involvement	Plummer parents	Attendance at events	The total number of attendees at Plummer special events will increase by 10%.	
4	Community Involvement	Community and businesses	Number of business contacts	Number of business contacts will increase by 10%.	

Major Strategies

- Implement student/teacher conferences to analyze student data and growth.
- Implement the use of graphic organizers in all subject areas.
- Analyze student data to recommend interventions using the Student Teacher Advisory Team (STAT).
- Differentiate instruction to accommodate student needs.
- Implement the Three Tier Reading Model to meet student needs.
- Implement Guided Reading strategies by classroom teachers.
- Make SMMART Lab and Literacy Lab programs available for struggling readers.
- Implement Dyslexia Program.
- Implement the continued use of successful writing program.
- Continue use of Lone Star Math board.
- Implement math tutoring groups after first three week tests.
- Continue use of math vocabulary program school-wide.
- Provide interventions offered to general education students in addition to special education services to special education students.

High Pointe Elementary

Campus Improvement Plan

Cedar Hill Independent School District

Executive Summary

Campus Improvement Plan

2007-2008

High Pointe Elementary School

Karen Crow, Principal

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey to becoming world class by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention.

Goal 4: Safety/Discipline

- Expect, promote and support a safe and orderly learning environment.
- Provide consistency and uniformity in school wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

ELEMENTARY SCHOOL

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading	All students and all student groups, gr. 3 and 4	TAKS English	Percent of students passing will increase from 91% to 96%.	
		African American students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 89% to 94%.	
		LEP students, gr. 3 & 4	TAKS English/Spanish	Percent of students passing will increase from 81% to 86%.	
		Hispanic students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 94% to 100%.	
		White students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 100% to 100%.	
		Economically Disadvantaged students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 85% to 90%.	
		Special Education students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 88% to 90%.	
1	Writing	All students and all student groups, gr. 4	TAKS English	Percent of students passing will increase from 91% to 96%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		African American students, gr. 4	TAKS English	Percent of students passing will increase from 91% to 96%.	
		LEP students, gr. 4	TAKS English/Spanish	Percent of students passing will increase from 83% to 88%.	
		Hispanic students, gr. 4	TAKS English	Percent of students passing will increase from 95% to 100%.	
		White students, gr. 4	TAKS English	Percent of students passing will increase from 83% to 90%.	
		Economically Disadvantaged students, gr. 4	TAKS English	Percent of students passing will increase from 87% to 92%.	
		Special Education students, gr. 4	TAKS English	Percent of students passing will increase from 78% to 83%.	
1	Math	All students and all student groups, gr. 3 and 4	TAKS English	Percent of students passing will increase from 90% to 95%.	
		African American students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 89% to 94%.	
		LEP students, gr. 3 and 4	TAKS English/Spanish	Percent of students passing will increase from 81% to 86%.	
		Hispanic students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 92% to 97%.	
		White students, gr. 3 and 4	TAKS English	Percent of students passing will remain at 100%.	
		Economically Disadvantaged students, gr. 3 and 4	TAKS English	Percent of students passing will increase from 85% to 90%.	
		Special Education students, gr. 3 and 4	TAKS English	Percent of students passing will remain at 100%.	
1	Attendance	All students in grades K-4	ADA	Annual student attendance will increase from 96.8% to 97%.	
1	Commended Performance	All students in gr. 3 and 4	TAKS	The number of students receiving commended performance will increase by 20%.	
2	Teacher Retention	All staff members on the campus	Decrease in the number of staff leaving	Increase the teacher retention rate by 10% from 2006-2007 to 2007-2008 (80% to 90%).	
4	Safety	All students and staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase student and staff participation in safety awareness by 5%.	
4	Discipline Management	All students	Decrease in student discipline incidences	Discipline referrals will reduce by 30% for 2007-2008.	
4	Character Education	All students and staff	Improve the character of students using the six pillars of Character Education survey.	Increase the number of students participating in leadership roles by 10%.	
4	Parental Involvement	Students and parents	Increase in parent participation	When surveyed, 90% of parents and staff will respond positively regarding opportunities for parental involvement and school safety.	
4	Community Involvement	Community and business members	Increase community/business participation	When surveyed, 90% of community/business members will respond positively regarding opportunities for community and business involvement.	

Major Strategies

To increase academic achievement for all students and all sub populations to 90%, the following strategies will be implemented:

- Provide regularly scheduled meetings with grade level teams and the campus administrative team to discuss progress and develop intervention plans based upon three-week formative assessments.
- Provide training for all staff on the varied learning styles.
- Implement FOCUS to provide academic rigor and relevance.
- Conduct a curriculum night for parents to involve them in our learning community and provide regular communication on their student's progress.
- Implement student incentive programs to celebrate academic success.
- Strengthen accelerated reading program.

To support the district-wide Science Initiative, the following strategies will be implemented:

- Students in grades 1-4 will be engaged in daily science instruction for 30-45 minutes.
- Students in grades 2-4 will go to the science lab twice a week to engage in hands-on science activities using FOSS kits. Students in grades K-1 will go the science lab once a week to engage in similar activities.

To teach students appropriate ways to handle conflict and develop good character traits, the school will implement the Character Counts Curriculum. We will also create a college bound culture by having monthly activities that stress the importance of good character in preparation for college and future careers. The counselor will utilize the grant funds received from the CHISD Education Foundation to provide career oriented activities for students.

Highlands Elementary

Campus Improvement Plan

Cedar Hill Independent School District

Executive Summary

Campus Improvement Plan

2007-2008

Highlands Elementary

Sylvia Lewis, Principal

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey to becoming world class by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention.

Goal 4: Safety/Discipline

- Expect, promote and support a safe and orderly learning environment.
- Provide consistency and uniformity in school wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

ELEMENTARY SCHOOL

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading	All students and all student groups, gr. 3-4	TAKS English	Percent of students passing will increase from 83 % to 84%.	
		African American students, gr. 3-4	TAKS English	Percent of students passing will increase from 83% to 84%.	
		LEP students, gr. 3-4	TAKS English/Spanish	Percent of students passing will increase from 75 % to 76 %.	
		Hispanic students, gr. 3-4	TAKS English	Percent of students passing will increase from 79% to 80%.	
		White students, gr. 3-4	TAKS English	Percent of students passing will remain at 100%.	
		Economically Disadvantaged students, gr. 3-4	TAKS English	Percent of students passing will increase from 78% to 79%.	
		Special Education students, gr. 3-4	TAKS English	Percent of students passing will increase from 40% to 75%.	
1	Writing	All students and all student groups, gr. 4	TAKS English	Percent of students passing will increase from 85% to 86%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		African American students, gr. 4	TAKS English	Percent of students passing will increase from 81% to 82%.	
		LEP students, gr. 4	TAKS English/Spanish	Percent of students passing will increase from 79% to 80%.	
		Hispanic students, gr. 4	TAKS English	Percent of students passing will increase from 86% to 87%.	
		White students, gr. 4	TAKS English	Percent of students passing will remain at 100%.	
		Economically Disadvantaged students, gr. 4	TAKS English	Percent of students passing will increase from 78% to 79%.	
		Special Education students, gr. 4	TAKS English	Percent of students passing will increase from 60% to 75%.	
1	Math	All students and all student groups, gr. 3-4	TAKS English	Percent of students passing will increase from 74% to 75%.	
		African American students, gr. 3-4	TAKS English	Percent of students passing will increase from 77% to 78%.	
		LEP students, gr. 3-4	TAKS/Spanish	Percent of students passing will increase from 57% to 75%.	
		Hispanic students, gr. 3-4	TAKS English	Percent of students passing will increase from 67% to 75%.	
		White students, gr. 3-4	TAKS English	Percent of students passing will remain at 100%.	
		Economically Disadvantaged students, gr. 3-4	TAKS English	Percent of students passing will increase from 72% to 75%.	
		Special Education students, gr. 3-4	TAKS English	Percent of students passing will increase from 38% to 75%.	
1	Attendance	All students in grades pk-4	ADA for 96	Annual student attendance will increase from 96.5% to 97%.	
1	Commended Performance	All students in gr. 3-4	TAKS	The number of students receiving commended performance will increase by 20%.	
4	Safety	All students and staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase student and staff participation in safety awareness by 5%.	
4	Discipline Management	All students	PEIMS 425 Report Discipline	Decrease discipline referrals by 10%	
4	Character Education	All students and staff	Improve the character of all students and staff using the six pillars of Character Education survey.	Student and staff character will improve by 5% based on the Character Education grant goals using the Character Education survey tool.	
4	Parental Involvement	All parents	Increase in parent participation	Parent participation will increase from 10 % to 15%.	
4	Community Involvement	Community members	Increase community participation.	Community participation will increase from 10 % to 15%.	

Major Strategies

The major strategies Highlands will employ to improve the performance of these sub populations are:

- Utilize individualized academic intervention plans (AIP'S).
- Implement extended day/week tutoring.
- Hold parent and student TAKS conferences for designated students.
- Provide professional develop for math, reading, and writing.
- Require fluency probes weekly to support the district-wide reading initiative.
- Include accelerated instruction in Smart Lab.
- Increase level of content mastery assistance.
- Hire certified teachers.
- Complete screening to identify and resolve social/emotional/economic barriers.

The following practices will be implemented to support the District-wide science initiative:

- Monitor science teaching schedule for inclusion of 150-225 minutes per week for grades 2-4 (science instructional time will include a minimum of two labs per week).
- Monitor science teaching schedule for inclusion of 150-200 minutes per week for grades k-1 (science instructional time will include a minimum of one lab per week).

The following strategies will be implemented to promote safety and discipline:

- Implement Character Counts Plan.
- Train students and staff in conflict resolution techniques.
- Utilize alternative discipline solutions for students in grades K-2.

Highlands will implement activities to promote a college bound culture:

- Plan a college awareness week.
- Teach a career unit.
- Host a career day.

Waterford Oaks Elementary

Campus Improvement Plan

Cedar Hill Independent School District

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Waterford Oaks Elementary School

Violet Maxwell, Principal

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey to becoming world class by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention.

Goal 4: Safety/Discipline

- Expect, promote and support a safe and orderly learning environment.
- Provide consistency and uniformity in school wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

ELEMENTARY SCHOOL

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading	All students and all student groups, gr. 3 & 4	TAKS English	Percent of students passing will increase from 86% to 90%.	
		African American students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 85% to 90%.	
		Hispanic students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 90% to 91%.	
		White students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 92% to 93%.	
		Economically Disadvantaged students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 78% to 82%.	
		Special Education students, gr. 3	TAKS English	Percent of students passing will increase from 70% to 75%.	
1	Writing	All students and all student groups, gr. 4	TAKS English	Percent of students passing will increase from 86% to 90%.	
		African American students, gr. 4	TAKS English	Percent of students passing will increase from 85% to 90%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		Hispanic students, gr. 4	TAKS English	Percent of students passing will increase from 87% to 90%.	
		White students, gr. 4	TAKS English	Percent of students passing will increase from 86% to 90%.	
		Economically Disadvantaged students, gr. 4	TAKS English	Percent of students passing will increase from 85% to 90%.	
1	Math	All students and all student groups, gr. 3 & 4	TAKS English	Percent of students passing will increase from 84% to 90%.	
		African American students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 84% to 90%.	
		Hispanic students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 81% to 86%.	
		White students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 92% to 93%.	
		Economically Disadvantaged students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 79% to 84%.	
		Special Education students, gr. 3	TAKS English	Percent of students passing will increase from 67% to 75%.	
1	Attendance	All students in grades K-4	ADA	Annual student attendance will increase from 97.3% to 98%.	
1	Commended Performance	All students in gr. 3-4	TAKS	The number of students receiving commended performance will increase by 20%.	
2	Teacher Retention	All staff members on the campus	Decrease in the number of staff leaving	Teacher retention rate will increase by 5%.	
4	Safety	All students and staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase student and staff participation in safety awareness by 5%.	
4	Discipline Management	All students	Decrease in student discipline incidences	Decrease in office discipline referrals by 5%	
4	Character Education	All staff and students	Improve the character of students using the six pillars in Character Education and the survey.	Improve the character of students by 5% using the Character Education survey tool and the goal set in the Character Education grant.	
4	Parental Involvement	All parents	Increase parental participation.	Increase parent participation by 10%.	
4	Community Involvement	Community members	Increase community involvement .	Increase community participation and involvement by 10%.	

Major Strategies

The following strategies will be implemented to address Student Achievement:

- Incorporate graphic organizers and other visual tools to assist students with organizing ideas and the thinking processes.
- Train all teachers in differentiated instruction and small group intervention.
- Provide to students additional reading support through the Literacy Lab and SMMART Lab intervention programs.
- Provide after-school tutoring in reading and math for designated third and fourth grade students.
- Utilize the Writing Academy strategies in grades K-4.
- Utilize Mountain Math and/or Target the Question daily.
- Provide hands-on science activities using Foss kits for grades K-4.

The following strategies will be implemented to address attendance:

- Provide training to staff on attendance policies, guidelines, procedures and consequences.
- Recognize students for perfect attendance each six weeks and at the end of the school year.
- Notify parents when students are at risk due to attendance issues.

The following strategies will be implemented to address recruitment and retention of teachers:

- Recruit the most highly qualified teachers.
- Provide opportunities for professional growth and leadership.
- Provide mentors/advisors to assist new teacher.
- Provide opportunities for grade level planning.
- Provide guidance in instruction and classroom management.

The following strategies will be implemented to address safety and discipline:

- Review crisis plan with staff to ensure compliance.
- Conduct fire, tornado and lock down drills.
- Implement campus discipline plan.
- Provide classroom guidance and character education lessons to all students.
- Train all staff in Character Counts.
- Provide character education activities each semester.
- Conduct character education awards assembly.

Lake Ridge Elementary

Campus Improvement Plan

Cedar Hill Independent School District

Executive Summary

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2007-2008

Lake Ridge Elementary

Ronnie Moss, Interim Principal

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey to becoming world class by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention.

Goal 4: Safety/Discipline

- Expect, promote and support a safe and orderly learning environment.
- Provide consistency and uniformity in school wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

ELEMENTARY SCHOOL

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading	All students and all student groups, gr. 3 & 4	TAKS English	Percent of students passing will increase from 95% to 97%.	
		African American students, gr.3 & 4	TAKS English	Percent of students passing will increase from 96% to 97%.	
		LEP students, gr. 3 & 4	TAKS English/Spanish	Percent of students passing will remain at 100%.	
		Hispanic students, gr. 3 & 4	TAKS English	Percent of students passing will remain at 100%.	
		White students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 95% to 97%.	
		Economically Disadvantaged students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 97% to 98%.	
		Special Education students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 95% to 96%.	
1	Writing	All students and all student groups, gr. 4	TAKS English	Percent of students passing will increase from 93% to 95%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		African American students, gr. 4	TAKS English	Percent of students passing will increase from 95% to 97%.	
		Hispanic students, gr. 4	TAKS English	Percent of students passing will remain at 100%.	
		White students, gr. 4	TAKS English	Percent of students passing will increase from 83% to 90%.	
		Economically Disadvantaged students, gr. 4	TAKS English	Percent of students passing will remain at 100%.	
		Special Education students, gr. 4	TAKS English	Percent of students passing will remain at 100%.	
1	Math	All students and all student groups, gr. 3 & 4	TAKS English	Percent of students passing will increase from 94% to 96%.	
		African American students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 93% to 95%.	
		LEP students, gr. 3 & 4	TAKS English/Spanish	Percent of students passing will remain at 100%.	
		Hispanic students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 88% to 90%.	
		White students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 98% to 99%.	
		Economically Disadvantaged students, gr. 3 & 4	TAKS English	Percent of students passing will increase from 97% to 98%.	
		Special Education students, gr. 3 & 4	TAKS English	Percent of students passing will remain at 100%.	
1	Attendance	All students in grades K - 4	ADA	Annual student attendance will increase from 96% to 98%.	
1	Commended Performance	All students in gr. 3 & 4	TAKS	The number of students receiving commended performance will increase by 20%.	
2	Teacher Recruitment	New teachers	All positions will be filled by 8/27/07.	100% highly qualified teachers	
2	Teacher Development	All teachers	Survey results	90% of teachers surveyed will be satisfied.	
2	Teacher Retention	All staff members on the campus	Decrease in the number of staff leaving	The refined number of staff members leaving will not exceed two.	
4	Safety	All students and staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase student and staff participation in safety awareness by 5%.	
4	Discipline Management	All students	Decrease in the number of discipline referrals	Student discipline referrals will decrease by 20%.	
4	Character Education	All students and staff	Implement district's Character Education program survey.	80% of students will make an E or S on their report card and show 5% improvement on the grant goals set for the Character Education program.	
4	Parental Involvement	All parents	Increase in opportunities for parent participation	Increase opportunities for parent involvement by 20%.	
4	Community Involvement	Community members	Increase in opportunities community participation	Increase opportunities for community involvement by 20%.	

Major Strategies

- Implement the district's character education program which will include parent and student activities that focus on the character education pillars.
- Increase the use of hands-on science experiences in grades 2-4 by changing the schedule to provide more science time and purchase more materials to perform experiments.
- Implement a small group after school tutoring program for K-2 students that are experiencing difficulty mastering the TEKS.
- Implement college week to promote all students attending college after graduation.
- Obtain an assistant principal to assist with the instructional program and administrative duties.

**Beltline
Intermediate**

**Campus
Improvement
Plan**

Cedar Hill Independent School District

Executive Summary

Campus Improvement Plan

2007-2008

Beltline Intermediate

Lydia Moore, Principal

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey to becoming world class by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention.

Goal 4: Safety/Discipline

- Expect, promote and support a safe and orderly learning environment.
- Provide consistency and uniformity in school wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

INTERMEDIATE SCHOOL

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading	All students and all student groups, gr. 5 and 6	TAKS English	Percent of students passing will increase from 86% to 87%.	
		African American students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 85% to 86%.	
		Hispanic students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 88% to 89%.	
		White students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 84% to 85%.	
		Economically Disadvantaged students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 82% to 83%.	
		Special Education students, gr. 5 and 6	TAKS English	Percent of students passing will increase from -- 80% to 81%.	
1	Math	All students and all student groups, gr. 5 and 6	TAKS English	Percent of students passing will increase from 76% to 77%.	
		African American students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 73% to 75%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		Hispanic students, gr. 5 and 6	TAKS Eng/Span	Percent of students passing will increase from 82% to 83%.	
		White students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 84% to 85%.	
		Economically Disadvantaged students, gr. 5 and 6	TAKS Eng/Span	Percent of students passing will increase from 23% to 75%.	
		Special Education students, gr. 5 and 6	TAKS English	Percent of students passing will increase from -- 68% to 75%.	
1	Science	All students and all student groups, gr. 5 and 6	TAKS Eng/Span	Percent of students passing will increase from 60% to 75%.	
		African American students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 53% to 75%.	
		LEP students, gr.	TAKS English/Spanish	Percent of students passing will increase from 58% to 75%.	
		Hispanic students, gr. 5 and 6	TAKS Eng/Span	Percent of students passing will increase from 64% to 75%.	
		White students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 86% to 88%.	
		Economically Disadvantaged students, gr. 5 and 6	TAKS Eng/Span	Percent of students passing will increase from 48% to 75%.	
		Special Education students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 70% to 75%.	
1	Attendance	All students in grades 5 and 6	ADA	Annual student attendance will increase from 96.4% to 98%.	
1	Commended Performance	All students in gr. 5-6	TAKS	The number of students receiving commended performance will increase by 20%.	
2	Teacher Retention	All staff members on the campus	Increase staff retention.	Increase the teacher retention rate by 10% from the 2006-2007 to the 2007-2008 year.	
4	Safety	All students and staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase student and staff participation in safety awareness by 5%.	
4	Discipline Management	All students	Decrease in student referrals to the office	Decrease students referred to the office by 10%.	
4	Character Education	All students and staff	Improve student character based on the six pillars of Character Education survey.	Improve the character of staff and students by 5% based on the six goals set in the Character Education grant survey.	
4	Parental Involvement	All parents	80% of parents were satisfied with their opportunities for involvement in the 2007-2008 school year	Increase the number of parents that return surveys to 90% with a satisfaction rate to 90%.	
4	Community Involvement	All community members	There were two adopters that worked with Beltline Intermediate for the 2006-2007 school year.	Increase the number of community adopters to four.	

Major Strategies:

In order to increase the achievement of our African American, Hispanic, and economically disadvantaged students to 75%, the following strategies will be implemented:

- Train teachers in differentiated curriculum provided by the regional educational service center
- Implement 3-minute walk-throughs
- Analyze all student TAKS data and monitor district three-week formative assessments to adjust curriculum needs.
- Provide training for teachers in integrating math and science TEKS to provide additional support for both areas of need.
- Monitor closely special education and LEP students that will take the state assessment for the first time with a checkup every three weeks.

**West
Intermediate

Campus
Improvement
Plan**

Cedar Hill Independent School District

Executive Summary

Campus Improvement Plan

2007-2008

West Intermediate School

Deborah Owens-Pinckney Principal

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey to becoming world class by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention

Goal 4: Safety/Discipline

- Expect, promote and support a safe and orderly learning environment.
- Provide consistency and uniformity in school wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

INTERMEDIATE SCHOOL

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading	All students and all student groups, gr. 5 and 6	TAKS English	Percent of students passing will increase from 93% to 98%.	
		African American students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 92% to 97%.	
		LEP students, gr. 5 and 6	TAKS English/Spanish	Percent of students passing will increase from 88% to 93%.	
		Hispanic students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 95% to 100%.	
		White students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 95% to 100%.	
		Economically Disadvantaged students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 94% to 99%.	
		Special Education students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 56% to 80%.	
1	Math	All students and all student groups, gr. 5 and 6	TAKS English	Percent of students passing will increase from 86% to 96%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		African American students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 83% to 93%.	
		Hispanic students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 85% to 95%.	
		White students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 94% to 100%.	
		LEP students, gr. 5 and 6	TAKS English/Spanish	Percent of students passing will increase from 76% to 86%.	
		Economically Disadvantaged students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 80% to 90%.	
		Special Education students, gr. 5 and 6	TAKS English	Percent of students passing will increase from 62% to 80%.	
1	Science	All students and all student groups, gr. 5	TAKS English	Percent of students passing will increase from 73% to 83%.	
		African American students, gr. 5	TAKS English	Percent of students passing will increase from 73% to 83%.	
		Hispanic students, gr. 5	TAKS English	Percent of students passing will increase from 60% to 80%.	
		LEP students, gr. 5	TAKS English/Spanish	Percent of students passing will increase from 43% to 80%.	
		White students, gr. 5	TAKS English	Percent of students passing will increase from 91% to 100%.	
		Economically Disadvantaged students, gr. 5	TAKS English	Percent of students passing will increase from 63% to 80%.	
		Special Education students, gr. 5	TAKS English	Percent of students passing will increase from 71% to 81%.	
1	Attendance	All students in grades 5 and 6	ADA	Annual student attendance will increase from 96.7% to 98%.	
1	Commended Performance	All students in gr. 5-6	TAKS	The number of students receiving commended performance will increase by 20%.	
2	Teacher Retention	All staff members on the campus	Decrease in the number of staff leaving	90% of professional staff will be retained.	
4	Safety	All students and staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase student and staff participation in safety awareness by 5%.	
4	Discipline Management	All students	Discipline Referral Report Accountability Form Report	Discipline referrals and steps 3-5 Accountability Forms signatures will be reduced by 25%.	
4	Character Education	All students and staff	Improve student behavior by using the six pillars of Character Education survey.	Improve the character of students and staff by 5% using the character education grant goals as a baseline from the 2006-2007 school year.	
4	Parental Involvement	All parents	Parents/ Guardians of all 5 th and 6 th grade students	Parental involvement will increase by 25%.	
4	Community Involvement	Community members	Business and community groups/ organizations	The involvement of business, community groups/organizations will increase by 25%.	

Major Strategies

- Implement the district's academically rigorous curriculum, including the scope and sequence, as provided through the *eduphoria* curriculum management system.
- Implement the coteaching model, wherein a Special Education teacher and a regular education teacher plan and work in concert to serve Special Education students.
- Utilize the Study Island Program to provide TEKS/TAKS-based reading and math instruction.
- Strategically assign Economically Disadvantaged Special Education students to more experienced math teachers.
- Ensure that classroom instruction allows for 40% laboratory/hands on learning experiences.
- Utilize the newly adopted state math textbooks and supplemental materials to support TEK/TAKS-based instruction.
- Revise the Master Schedule to reflect a school-wide two-man team configuration. This strategy will minimize students' transition time and maximize instructional time in reading, math, and science.
- Make site visits to demographically comparable schools with "Exemplary" science programs.
- Review/revise school-wide discipline management system, which includes a menu of rules, consequences, and rewards.
- Analyze discipline data every six weeks.
- Implement the CHISD Character Education Program, which emphasizes respect, responsibility, trustworthiness, fairness, caring, and citizenship.

**Joe Wilson
Intermediate**

**Campus
Improvement
Plan**

Cedar Hill Independent School District

Executive Summary

Campus Improvement Plan

2007-2008

Joe Wilson Intermediate

Shauntee Mayfield, Principal

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey to becoming world class by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention.

Goal 4: Safety/Discipline

- Expect, promote and support a safe and orderly learning environment.
- Provide consistency and uniformity in school wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

INTERMEDIATE

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading	All students and all student groups, gr. 5-6	TAKS English	Percent of students passing will increase from 90% to 95%.	
		African American students, gr. 5-6	TAKS English	Percent of students passing will increase from 90% to 95%.	
		LEP students, gr. 5-6	TAKS English/Spanish	Percent of students passing will increase from 60% to 78%.	
		Hispanic students, gr. 5-6	TAKS English	Percent of students passing will increase from 90% to 95%.	
		White students, gr. 5-6	TAKS English	Percent of students passing will increase from 93% to 95 %.	
		Economically Disadvantaged students, gr. 5-6	TAKS English	Percent of students passing will increase from 86% to 92%.	
		Special Education students, gr. 5-6	TAKS English	Percent of students passing will increase from 67% to 80%.	
1	Math	All students and all student groups, gr. 5-6	TAKS English	Percent of students passing will increase from 73% to 80%.	
		African American students, gr. 5-6	TAKS English	Percent of students passing will increase from 71% to 78%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		LEP students, gr. 5-6	TAKS English/Spanish	Percent of students passing will increase from 67% to 78%.	
		Hispanic students, gr. 5-6	TAKS Eng/Span	Percent of students passing will increase from 78% to 90%.	
		White students, gr. 5-6	TAKS English	Percent of students passing will increase from 95% to 100%.	
		Economically Disadvantaged students, gr. 5-6	TAKS Eng/Span	Percent of students passing will increase from 65% to 80%.	
		Special Education students, gr. 5-6	TAKS English	Percent of students passing will increase from 42% to 80%.	
1	Science	All students and all student groups, gr. 5-6	TAKS Eng/Span	Percent of students passing will increase from 57% to 80%.	
		African American students, gr. 5-6	TAKS English	Percent of students passing will increase from 50% to 80%.	
		LEP students, gr. 5-6	TAKS English/Spanish	Percent of students passing will increase from 70% to 78 %.	
		Hispanic students, gr. 5-6	TAKS Eng/Span	Percent of students passing will increase from 67% to 80%.	
		White students, gr. 5-6	TAKS English	Percent of students passing will increase from 83% to 90%.	
		Economically Disadvantaged students, gr. 5-6	TAKS Eng/Span	Percent of students passing will increase from 48% to 80%.	
		Special Education students, gr. 5-6	TAKS English	Percent of students passing will increase from 13% to 78%.	
1	Attendance	All students in grades 5-6	ADA	Annual student attendance will increase from 97% to 98%.	
1	Commended Performance	All students in gr. 5-6	TAKS	The number of students receiving commended performance will increase by 20%.	
2	Teacher Retention	All staff members on the campus	Decrease in the number of staff Leaving	95% of staff members who meet employment standards will be retained for the next contract year.	
4	Safety	All students and staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase staff and student participation in safety awareness measures by using a baseline 5% participation an increase for the 2007-2008 year.	
4	Discipline Management	All students	Discipline Referral Report Accountability Form Report	20% reduction in ISS/)SS assignments and DAEP	
4	Character Education	All student and staff	Decrease in student discipline incidences	Improve the character of staff and students using the grants' goals which has been set at 5% annually.	
4	Parental Involvement	All parents	Parents of all students	Parental involvement will increase by 25%.	
4	Community Involvement	Community members	Business and community groups and organizations	The involvement of business, community groups and/organizations will increase by 50%.	

Major Strategies

Math Strategies

- Provide Saturday School tutorials for all students that do not meet standards on math TAKS and/or three-week assessments.
- Provide small group instruction to students who were unsuccessful on previous year's math TAKS test through the Academic Center for Math or other in-school tutorial program.
- Follow District's scope, sequence and curriculum using *Eduphoria* as a primary resource.
- Use newly adopted state math textbook and supplements to support TEKS instruction.
- Teachers will provide tutorials for students who do not meet standard on three-week assessments during one of their conference periods.

Science Strategies

- Classroom instruction will include 60% lab/hands-on learning opportunities.
- Provide Saturday School Science tutorials for all students that do not meet standards on three-week assessments.
- Implement Science "Word of the Day" exercises using Mentoring Minds Vocabulary Cards and Strips.
- Purchase supplemental resource materials to enhance Science TAKS and TEKS objectives.
- Provide targeted staff development and instructional support to science teachers.
- Reteach grades 2-4 science objectives to ensure mastery; verify instructional content using Three-Minute Classroom Walkthroughs.

Strategies to Support Special Populations

- Employ Inclusion Co-Teach model targeting students receiving Special Education Support in science and social studies.
- Use Content Mastery to closely monitor progress and identify strengths and weaknesses of students with special emphasis on three-week assessment data.

Safety and Discipline Strategies

- Fully implement a comprehensive school-wide discipline program with a complete menu of rewards and consequences for student behavior using the Texas Behavior Support Initiative (TBSI).
- Implement Project CAN (Cedar Hill Acts Now) to provide teachers, staff, and parents the skills and knowledge to develop a support system for students that facilitates the acquisition of desired student character development.

**W. S Permenter
Middle School**

**Campus
Improvement
Plan**

Cedar Hill Independent School District

Executive Summary

Campus Improvement Plan

2007-2008

W. S. Permenter Middle School

Dr. Denise Roache-Davis, Principal

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey to becoming world class by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention.
- Expect, promote and support a safe and orderly learning environment.
- Provide consistency and uniformity in school wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

MIDDLE SCHOOL

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading	All students and all student groups, gr. 7-8	TAKS English	Percent of students passing will increase from 84% to 85%.	
		African American students, gr. 7-8	TAKS English	Percent of students passing will increase from 79% to 80%.	
		LEP students, gr. 7-8	TAKS English/Spanish	Percent of students passing will increase from 67% to 75 %.	
		Hispanic students, gr. 7-8	TAKS English	Percent of students passing will increase from 90% to 91%.	
		White students, gr. 7-8	TAKS English	Percent of students passing will increase from 92% to 93%.	
		Economically Disadvantaged students, gr. 7-8	TAKS English	Percent of students passing will increase from 76% to 77%.	
		Special Education students, gr. 7-8	TAKS English	Percent of students passing will increase from 53% to 75%.	
		All students and all student groups, gr. 7-8	TAKS English	Percent of students passing will increase from 63% to 75%.	
1	Math	African American students, gr. 7-8	TAKS English	Percent of students passing will increase from 57% to 75%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		LEP students, gr. 7-8	TAKS English/Spanish	Percent of students passing will increase from 58 % to 75 %.	
		White students, gr. 7-8	TAKS English	Percent of students passing will increase from 83% to 84%.	
		Economically Disadvantaged students, gr. 7-8	TAKS English	Percent of students passing will increase from 53% to 75%.	
		Special Education students, gr. 7-8	TAKS English	Percent of students passing will increase from 31% to 75%.	
1	Science	All students and all student groups, gr. 8	TAKS English	Percent of students passing will increase from 57% to 75%.	
		African American students, gr. 8	TAKS English	Percent of students passing will increase from 51% to 75%.	
		LEP students, gr. 8	TAKS English	Percent of students passing will increase from 17% to 75%.	
		Hispanic students, gr. 8	TAKS English	Percent of students passing will increase from 55% to 75%.	
		White students, gr. 8	TAKS English	Percent of students passing will increase from 83% to 84%.	
		Economically Disadvantaged students, gr. 8	TAKS English	Percent of students passing will increase from 43% to 75%.	
		Special Education students, gr. 8	TAKS English	Percent of students passing will increase from 21% to 75%.	
1	Social Studies	All students and all student groups, gr. 8	TAKS English	Percent of students passing will increase from 86% to 87%.	
		African American students, gr. 8	TAKS English	Percent of students passing will increase from 83% to 84%.	
		LEP students, gr.8	TAKS English/Spanish	Percent of students passing will increase from 80% to 81%.	
		Hispanic students, gr. 8	TAKS English	Percent of students passing will increase from 91% to 92%.	
		White students, gr. 8	TAKS English	Percent of students passing will increase from 92% to 93%.	
		Economically Disadvantaged students, gr. 8	TAKS English	Percent of students passing will increase from 81% to 82%.	
		Special Education students, gr. 8	TAKS English	Percent of students passing will increase from 61% to 75%.	
1	Writing	All students and all student groups, gr. 7	TAKS English	Percent of students passing will increase from 90% to 91%.	
		African American students, gr. 7	TAKS English	Percent of students passing will increase from 89% to 90%.	
		Hispanic students, gr. 7	TAKS English	Percent of students passing will increase from 89% to 90%.	
		LEP students, gr.7	TAKS English/Spanish	Percent of students passing will increase from 58% to 75%.	
		White students, gr. 7	TAKS English	Percent of students passing will increase from 90% to 91%.	
		Economically Disadvantaged students, gr. 7	TAKS English	Percent of students passing will increase from 92% to 93%.	
		Special Education students, gr. 7	TAKS English	Percent of students passing will increase from 47% to 75%.	
1	Attendance	Hispanic students, gr. 7-8	ADA	Percent of students passing will increase from 96% to 97%.	
1	Commended Performance	All students in gr. 7-8	TAKS	The number of students receiving commended performance will increase by 20%.	
2	Teacher Retention	Teachers	Decrease in the number of staff leaving	Percent of teachers leaving the campus will decrease from the previous year by 5%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
4	Safety	All students and staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase student and staff participation in safety awareness by 5%.	
4	Discipline Management	All students	Discipline Referral Report Accountability Form Report	Reduce discipline referral by 10%.	
4	Character Education	All students and staff	Improve student behavior by using the six pillars of Character Education character education tool survey.	Improve the character of students and staff by 5% based on the baseline goals set in the Character Education grant.	
4	Parental Involvement	All parents	Parents/Guardians of all 5 th and 6 th grade students	Parental involvement will increase by 25%.	
4	Community Involvement	Community members	Business and community groups/organizations	The involvement of business, community groups/organizations will increase by 25%.	

Major Strategies

- Change from an A/B block schedule to a traditional seven period day.
- Obtain two campus monitors to increase school-wide safety.
- Decrease class size.
- Identify TAKS failures in math and science and implement school-wide tutorials.
- Implement school-wide discipline procedures.
- Implement the District's Character Education program which will include parent and student activities that focus on the Character Education Six Pillars.
- Obtain an additional guidance counselor to engage students in more effective educational opportunities.
- Implement the Neufeld Math curriculum to increase student performance.
- Purchase science equipment to enhance student learning.
- Implement additional tutoring opportunities for LEP and special education students.

**Bessie Coleman
Middle School**

**Campus
Improvement
Plan**

Cedar Hill Independent School District

Executive Summary

Campus Improvement Plan

2007-2008

Bessie Coleman Middle School

Michael Timms, Principal

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey to becoming a world-class district by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention.

Goal 4: Safety/Discipline

- Expect, promote, and support a safe and orderly learning environment.
- Provide consistency and uniformity in school-wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

MIDDLE SCHOOL

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading	All students and all student groups, gr. 7-8	TAKS English	Percent of students passing will increase from 85% to 86%.	
		African American students, gr. 7-8	TAKS English	Percent of students passing will increase from 84% to 85%.	
		LEP students, gr. 7-8	TAKS English/Spanish	Percent of students passing will increase from 83% to 84%.	
		Hispanic students, gr. 7-8	TAKS English	Percent of students passing will increase from 86% to 87%.	
		White students, gr. 7-8	TAKS English	Percent of students passing will increase from 93% to 95%.	
		Economically Disadvantaged students, gr. 7-8	TAKS English	Percent of students passing will increase from 84% to 90%.	
		Special Education students, gr. 7-8	TAKS English	Percent of students passing will increase from 31% to 75%.	
1	Math	All students and all student groups, gr. 7-8	TAKS English	Percent of students passing will increase from 57% to 75%.	
		African American students, gr. 7-8	TAKS English	Percent of students passing will increase from 53% to 75%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		LEP students, gr. 7-8	TAKS English/Spanish	Percent of students passing will increase from 50 % to 75%.	
		Hispanic students, gr. 7-8	TAKS English	Percent of students passing will increase from 63% to 75%.	
		White students, gr. 7-8	TAKS English	Percent of students passing will increase from 90% to 95%.	
		Economically Disadvantaged students, gr. 7-8	TAKS English/Spanish	Percent of students passing will increase from 57% to 75%.	
		Special Education students, gr. 7-8	TAKS English/Spanish	Percent of students passing will increase from 15% to 75%.	
1	Science	All students and all student groups, gr. 8	TAKS English	Percent of students passing will increase from 55% to 75%.	
		African American students, gr. 8	TAKS English	Percent of students passing will increase from 52% to 75%.	
		LEP students, gr. 8	TAKS English/Spanish	Percent of students passing will increase from 0 % to 75%.	
		Hispanic students, gr. 8	TAKS English	Percent of students passing will increase from 46% to 75%.	
		White students, gr. 8	TAKS English	Percent of students passing will remain at 100%.	
		Economically Disadvantaged students, gr. 8	TAKS English	Percent of students passing will increase from 51% to 75%.	
		Special Education students, gr. 8	TAKS English	Percent of students passing will increase from 0% to 75%.	
1	Social Studies	All students and all student groups, gr. 8	TAKS English	Percent of students passing will increase from 84% to 85%.	
		African American students, gr. 8	TAKS English	Percent of students passing will increase from 82% to 85%.	
		LEP students, gr. 8	TAKS English/Spanish	Percent of students passing will increase from 0% to 75 %.	
		Hispanic students, gr. 8	TAKS English	Percent of students passing will increase from 83% to 84%.	
		White students, gr. 8	TAKS English	Percent of students passing will remain at 100%.	
		Economically Disadvantaged students, gr. 8	TAKS English	Percent of students passing will increase from 84% to 85%.	
		Special Education students, gr. 8	TAKS English	Percent of students passing will increase from 33% to 75 %.	
1	Writing	All students and all student groups, gr. 7	TAKS English	Percent of students passing will increase from 93% to 95%.	
		African American students, gr. 7	TAKS English	Percent of students passing will increase from 93% to 95%.	
		LEP students, gr. 7	TAKS English/Spanish	Percent of students passing will increase from 0% to 75%.	
		Hispanic students, gr. 7	TAKS English	Percent of students passing will increase from 88% to 90%.	
		White students, gr. 7	TAKS English	Percent of students passing will remain at 100%.	
		Economically Disadvantaged students, gr. 7	TAKS English	Percent of students passing will increase from 90% to 95%.	
		Special Education students, gr. 7	TAKS English	Percent of students passing will increase from 0% to 75%.	
1	Attendance	All students in grades 7-8	ADA	Annual student attendance will increase from 96% to 98%.	
1	Commended Performance	All students in gr. 7-8	TAKS	The number of students receiving commended performance will increase by 20%.	
2	Teacher Retention	All staff members on the campus	Decrease in the number of staff Leaving	Percent of teachers leaving the campus will decrease from the previous year by 10%.	
4	Safety	All students and staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase student and staff participation in safety awareness by 5%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
4	Discipline Management	All students	Discipline Referral Report Accountability Form Report	Reduce discipline referral by 10%.	
4	Character Education	All students and staff	Improve student behavior by using the six pillars of Character Education Survey.	Improve the character of students and staff by 5% using the Character Education tool survey baseline set in the Character Education grant.	
4	Parental Involvement	All parents	Parents/Guardians of all 5 th and 6 th grade students	Parental involvement will increase by 25%.	
4	Community Involvement	Community members	Business and community groups/organizations	The involvement of business, community groups/organizations will increase by 25%.	

Major Strategies

The areas of greatest concern for Bessie Coleman Middle School are math, science, Special Education students in all subject areas, and the monitoring of our Hispanic students. In order to improve in these areas, we will implement the following strategies for the 2007-2008 school year:

- Administer the ITBS test to all students to identify reading and math levels.
- Place students scoring two or more grade levels below grade level on the ITBS or who failed the TAK in TAKS reading and math remediation classes.
- Organize teachers' rooms to allow collaborative teaching opportunities.
- Provide student profiles based on benchmark assessments through AWARE.
- Incorporate reading strategies in math and science classes.
- Organize before, after, and Saturday tutorial sessions to meet the needs of individual students.
- Provide McDougall Littell training on how to utilize newly adopted math books for maximum results.
- Require all students to participate in our school's first annual science fair as a part of their course requirement.
- Implement steps to have more African American, Hispanic, and Economically Disadvantaged students represented in our GT and/or advanced classes.
- Provide school-wide training over the best practices for English Language Learners to ensure that exited LEP students are being provided with additional academic support.
- Implement the co-teaching method for special education students through social studies, science, math, and ELA classes.
- Restructure ISS to ensure that learning is continued and students are able to be at school for small infractions.
- Encourage and solicit parent and community help in education through PTA.

**Ninth Grade
Center**

**Campus
Improvement
Plan**

Cedar Hill Independent School District

Executive Summary

Campus Improvement Plan

2007-2008

Ninth Grade Center

DelSenna M. Frazier, Principal

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey to becoming world class by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention.

Goal 4: Safety/Discipline

- Expect, promote and support a safe and orderly learning environment.
- Provide consistency and uniformity in school wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading	All students and all student groups, gr. 9	TAKS English	Percent of students passing will increase from 87% to 88%.	
		African American students, gr. 9	TAKS English	Percent of students passing will increase from 85% to 86 %.	
		LEP students, gr. 9	TAKS English/Spanish	Percent of students passing will increase from 75% to 76%.	
		Hispanic students, gr. 9	TAKS English	Percent of students passing will increase from 91% to 92%.	
		White students, gr. 9	TAKS English	Percent of students passing will increase from 91% to 92%.	
		Economically Disadvantaged students, gr. 9	TAKS English	Percent of students passing will increase from 82% to 83%.	
		Special Education students, gr. 9	TAKS English	Percent of students passing will increase from 59% to 75%.	
		All students and all student groups, gr. 9	TAKS English	Percent of students passing will increase from 57% to 75%.	
1	Math	African American students, gr. 9	TAKS English	Percent of students passing will increase from 50% to 75%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		Hispanic students, gr. 9	TAKS Eng/Span	Percent of students passing will increase from 59% to 75%.	
		White students, gr. 9	TAKS English	Percent of students passing will increase from 87% to 90%.	
		Economically Disadvantaged students, gr. 9	TAKS Eng/Span	Percent of students passing will increase from 49% to 75%.	
		Special Education students, gr. 9	TAKS English	Percent of students passing will increase from 28% to 75%.	
1	Attendance	All students in grades	ADA	Annual student attendance will increase from 96 % to 97%.	
1	Commended Performance	All students in gr. 9	TAKS	The number of students receiving commended performance will increase by 20%.	
2	Teacher Retention	All staff members on the campus	Decrease in the number of staff leaving	There will be a 80% decrease in the number of staff members leaving at the end of the 2007-2008 school year.	
4	Safety	All students and staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase student and staff participation in safety awareness by 5%.	
4	Discipline Management	All students	Discipline PEIMS Report	There will be a 30% decrease in discipline referrals for 9th graders for the 2007-2008 school year.	
4	Character Education	All students and staff	Improve student behavior by using the six pillars of Character Education.	Improve the character of students and staff by 5% using the Character Education base line goals set in the grant.	
4	Parental Involvement	All parents	Increase in parent and community participation	There will be a 50% increase in parent and community participation for the 2007-2008 school year.	
4	Community Involvement	Community members	Business and community groups/ organizations	The involvement of business, community groups/organizations will increase by 25%.	

Major Strategies

It is the aim of the Ninth Grade Center to improve academic performance in math based on the Spring 2007 TAKS data. The Ninth Grade Center Campus Improvement Plan identifies one major academic priority, math, to address during the 2007-2008 school year. The results of the Spring 2007 TAKS administration indicate that, 57% of all incoming ninth graders passed TAKS math. This is slightly above the 50% passing rate for the Academically Acceptable rating for the 2007-2008 school year. However, Economically Disadvantaged sub-group was 49%, which is below the passing rate for the Academically Acceptable rating for the 2007-2008 school year. One major goal is to continuously improve the quality of classroom instruction through a program of ongoing teacher collaboration and staff development. The Ninth Grade Center will provide opportunities that will improve math TAKS scores commensurate with a Recognized rating. Numerous strategies are being continued or implemented to achieve this priority, especially targeting the student sub-populations.

- **Deliver aligned math lessons that support district curriculum and identified deficiencies to improve academic performance based on disaggregation on TAKS data.**
 - Increase use of data-driven decision making in lesson design and for instruction. Teachers will focus on ethnicity data and economic status data to help plan changes in instruction.
- **The Ninth Grade Center will promote campus-level staff development that will encourage collegiality and enthusiasm for designing instruction from best practices.**
- **These practices will empower teachers to take a leadership role in staff development through sharing and presenting and will improve classroom instruction that will increase student academic performance.**
 - To recruit and retain highly qualified teachers.
- **The Ninth Grade Center will continue to provide a safe learning environment in which students, faculty and parents working together will promote and improve student learning.**
 - Research has proven that student achievement excels when students become productive as a result of a safe school environment.

Cedar Hill High School

Campus Improvement Plan

Cedar Hill Independent School District

Executive Summary

Campus Improvement Plan

2007-2008

Cedar Hill High School

Harry Miller, Principal

Goals and Objectives:

Goal 1: Student Achievement

- Become a TEA Recognized district for the 2007-2008 school year on our journey to becoming world class by 2012.
- Design and implement a rigorous instructional delivery system that is data driven and fosters student engagement.
- Promote a college-bound culture.
- Improve overall student attendance.

Goal 2: Teacher Pay/Recruitment/ Retention

- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Increase teacher retention.

Goal 4: Safety/Discipline

- Expect, promote and support a safe and orderly learning environment.
- Provide consistency and uniformity in school wide discipline management.
- Improve or enhance the character of students.
- Increase parental involvement.
- Increase community involvement.

HIGH SCHOOL

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
1	Reading	All students and all student groups, gr. 9-11	TAKS English	Percent of students passing will increase from 86% to 87%.	
		African American students, gr. 9-11	TAKS English	Percent of students passing will increase from 85% to 86%.	
		LEP students, gr. 9-11	TAKS English/Spanish	Percent of students passing will increase from 0% to 75%.	
		Hispanic students, gr. 9-11	TAKS English	Percent of students passing will increase from 79% to 80%.	
		White students, gr. 9-11	TAKS English	Percent of students passing will increase from 94% to 95%.	
		Economically Disadvantaged students, gr. 9-11	TAKS English	Percent of students passing will increase from 79% to 80%.	
		Special Education students, gr. 9-11	TAKS English	Percent of students passing will increase from 59% to 75%.	
1	ELA	All students and all student groups, gr. 9-11	TAKS English	Percent of students passing will increase from 86% to 87%.	
		African American students, gr. 9-11	TAKS English	Percent of students passing will increase from 85% to 86%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
		Hispanic students, gr. 10-11	TAKS English	Percent of students passing will increase from 80% to 81%.	
		White students, gr. 10-11	TAKS English	Percent of students passing will increase from 94% to 95%.	
		Economically Disadvantaged students, gr. 10-11	TAKS English	Percent of students passing will increase from 79% to 80%.	
		Special Education students, gr. 10-11	TAKS English	Percent of students passing will increase from 59% to 75%.	
1	Math	All students and all student groups, gr. 10-11	TAKS English	Percent of students passing will increase from 59% to 75%.	
		African American students, gr. 10-11	TAKS English	Percent of students passing will increase from 53% to 75%.	
		LEP students, gr. 10-11	TAKS English/Spanish	Percent of students passing will increase from 43% to 75%.	
		Hispanic students, gr. 10-11	TAKS English	Percent of students passing will increase from 59% to 75%.	
		White students, gr. 10-11	TAKS English	Percent of students passing will increase from 84% to 85%.	
		Economically Disadvantaged students, gr. 10-11	TAKS English	Percent of students passing will increase from 48% to 75%.	
		Special Education students, gr. 10-11	TAKS English	Percent of students passing will increase from 26% to 75%.	
1	Social Studies	All students and all student groups, gr. 10-11	TAKS English	Percent of students passing will increase from 91% to 92%.	
		African American students, gr. 10-11	TAKS English	Percent of students passing will increase from 89% to 90%.	
		Hispanic students, gr. 10-11	TAKS English	Percent of students passing will increase from 91% to 92%.	
		White students, gr. 10-11	TAKS English	Percent of students passing will increase from 99% to 100%.	
		Economically Disadvantaged students, gr. 10-11	TAKS English	Percent of students passing will increase from 89% to 90%.	
		Special Education students, gr. 10-11	TAKS English	Percent of students passing will increase from 81% to 82%.	
1	Science	All students and all student groups, gr. 10-11	TAKS English	Percent of students passing will increase from 63% to 75%.	
		African American students, gr. 10-11	TAKS English	Percent of students passing will increase from 57% to 75%.	
		LEP students, gr. 10-11	TAKS English/Spanish	Percent of students passing will increase from 29% to 75%.	
		Hispanic students, gr. 10-11	TAKS English	Percent of students passing will increase from 57% to 75%.	
		White students, gr. 10-11	TAKS English	Percent of students passing will increase from 87% to 88%.	
		Economically Disadvantaged students, gr. 10-11	TAKS English	Percent of students passing will increase from 52% to 75%.	
		Special Education students, gr. 10-11	TAKS English	Percent of students passing will increase from 38% to 75%.	
1	Attendance	All students in grades 10-12	ADA	Annual student attendance will increase from 95.6% to 96%.	
1	Commended Performance	All students in gr. 10-12	TAKS	The number of students receiving commended performance will increase by 20%.	
1	Dropout Rate	All students and all student groups, gr. 10-12	Dropout rate for 04-05	Dropout rate will decrease from 0.6% to 0.5%.	
1	Graduation Rate	All students in grade 12	Graduation Rate for 04-05	Graduation rate will increase from 86.1% to 90%.	
1	Completion Rate	All students in grades 10-12	Completion Rate for 05-06	Completion rate with GED will increase from 89.5% to 90%; without GED will increase from 88.2% to 89%.	
1	ACT Test	All students in grade 10-12	ACT data for 04-05	Increase the number of exams taken from 73 %t to 90%.	
1	SAT Test	All students in grade 10-12	SAT data for 04-05	Increase the number of exams taken from 73% to 90%.	

Goal	Objective				
	Area	Group	Measured By	Quantitative Criteria	Met Goal? Y or N
2	Teacher Retention	All staff members on the campus	Decrease in the number of staff leaving	There will be a 10% decrease in the number of staff members leaving at the end of the 2007-2008 school year.	
4	Safety	All students and staff	Increase safety in school facilities and the school environment.	Monitor and report building needs as needed and increase student and staff participation in safety awareness by 5%.	
4	Discipline Management	All students	Decrease in student discipline, teen pregnancy, and drop-out rates	There will be a 10% decrease in discipline referrals, teen pregnancies, and student drop-outs in grades 10-12 for 2007-2008 school year.	
4	Character Education	All staff and students	Implement district's Character Education program and survey.	Improve the character of staff and students using the Character Education survey tool which is based on the Character Education goals set at 5% increase annually.	
4	Parental Involvement	All parents	Increase in parent involvement	There will be a 50% increase in parent involvement for the 2007-2008 school year.	
4	Community Involvement	Community members	Community involvement	There will be a 50% increase in community involvement for the 2007-2008 school year.	

MAJOR STRATEGIES:

Our goal is to become a recognized campus in 2008. In order to reach our goal, we will concentrate on incorporating the following strategies:

- Test all students at the beginning of each year for reading comprehension during English classes.
- Structure English I repeat courses to focus on reading comprehension.
- Utilize common planning time to plan, organize lessons, conduct staff development, share information, disaggregate data etc.
- Double block students who show deficiencies in math and science.
- Provide TAKS tutorials during the summer for Exit-Level re-testers.
- Change sequence of math course offerings to Algebra I, Geometry, and Algebra II.
- Implement test taking strategies in all core areas.
- Implement co-teachers for mainstreamed special needs students.
- Offer sheltered instruction for LEP students to meet Adequate Yearly Progress (AYP).
- Train all teachers in reading strategies for their content area.
- Implement prescriptive individual student profiles targeting the Economic Disadvantaged subgroup to accomplish Adequate Yearly Progress (AYP).