

SECTION II



ACTION PLAN



**District Improvement Plan
Action Plan
2009-2010**

**Horace Williams, Superintendent
Cedar Hill Independent School District**

Presented and approved by District Advisory Committee on (insert date here).

Presented to the CHISD Board Trustees on (November, 2009).

Signatures

District Advisory Representative

Date

Chief Academic Officer

Date

Superintendent

Date

President of CHISD Board of Trustee

Date

**Cedar Hill Independent School District
Action Plan
2009 – 2010**

The Goals and Priorities of the CHISD Board of Trustees for the 2009-2010 school year are:

- Become a TEA Recognized district for the 2009-2010 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.
- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Build the fund balance to be 25% of the General Fund budget.
- Align the budget process to achieve district goals.
- Expect, promote and support a safe and orderly learning environment.

Goal 1: Become a TEA recognized district for the 2008-2009 school year on our journey to becoming world-class by 2012

PERFORMANCE GOAL: To become a world class school district by providing **World Class Priorities**.

World Class Priorities:

Curriculum and Instruction

- Hands-on assignments and enrichment programs
- Foreign language in all elementary schools
- Mandatory after school electives

Innovative Instruction

- Lesson plans developed to ensure student mastery
- Electronic versions of textbooks
- Incorporate field trips in appropriate subjects
- Integrate exciting instruction in the curriculum

Facilities

- Modular classrooms easily changed to allow a variety of subjects
- Rooms for hands on assignments, such as science labs in elementary schools
- Professional career classrooms
- Virtual campus to complete online coursework
- Arts and magnet schools
- Apprenticeship programs

Culture and Character

- Pillars of Character are a part of all employee performance appraisals
- High morale among all employees

Staff

- Teachers are highly qualified
- Teacher salaries are at least in the 75th percentile of market
- A pay for performance model
- Rigorous performance improvement plan

Extracurricular and Co-Curricular Activities

- Build UIL String Program
- Art classes are taught by certified teachers

Real Life Experiences

- Internship programs
- Project requiring career exploration
- Money management classes
- Community leaders and business professionals as guest lectures

Goal 2: Design and implement a rigorous instructional delivery system that is data-driven and fosters student engagement

PERFORMANCE GOAL: To improve the academic achievement of every student.

Performance Objectives:

- 80% performance in all tested content areas on the TAKS
- 10% increase in the number of commended students on the TAKS
- 50% of all students at or above the 50th%tile level on the ITBS
- 70% of students graduating having advanced graduation plans
- 97% attendance rate on all campuses
- 100% posting of district's vision and mission statements
- Develop and implement a three year plan for a Professional Development Leadership Cadre designed to develop selected teachers as campus level leaders for staff development
- 75% satisfaction or better on all on surveys related to performance or instruction approval

Improvement Strategies:

- Align written, tested and taught curriculum for all learners
- Monitor performance frequently
- Intervene and adjust in a timely manner based on performance
- Identify and meet the needs of students in special programs
- Provide staff development on research-based, practice-proven instructional improvement strategies
- Integrate technology into the curriculum

PERFORMANCE GOAL: To promote a college readiness culture.

Performance Objectives:

- 25% of students completing a minimum of one advanced academic course
- 10% increase in the number of students taking dual or college credit
- 10% increase in the number of students taking Advanced Academic classes
- 5% increase in ACT testing
- 10% increase in students taking PSAT
- 5% increase in Advanced Placement Testing
- 50% increase in the number of students in the ECHS

Improvement Strategies:

- Align written, tested and taught curriculum for all learners
- Monitor performance frequently
- Increase student enrollment in the ECHS School
- Identify and meet the needs of students in the Advanced Academic Program
- Provide training for secondary math and ELA teachers in preparing students for SAT and ACT testing
- PSAT preparation skills embedded in the curriculum

Goal 3: Teacher Pay/ Recruitment/ Retention -Recruit, develop and retain highly qualified employees in an environment that embraces diversity.

PERFORMANCE GOAL: To recruit highly qualified employees in an environment that embraces diversity.

Performance Objectives:

- Recruit highly qualified teachers

Improvement Strategies:

- Provide campus mentors for new teachers
- Support new teachers through the usage of the “mentor teacher program”
- Provide “TxBESS” training to all mentors
- Provide informal conferences through the Instructional Coordinators
- Provide staff development to enhance teacher growth

PERFORMANCE GOAL: To develop highly qualified employees in an environment that embraces diversity

Performance Objectives:

- Provide staff development for all new teachers through the mentoring program

Improvement Strategies:

- Provide mentors to teachers with zero to two years of experience as well as teachers new to the district
- Provide staff development opportunities for professional growth and for standard certification clock hours
- Monitor teachers who have not completed test for certification

PERFORMANCE GOAL: To retain highly qualified employees in an environment that embraces diversity

Performance Objectives:

- Design and implement a process that achieves the benchmark certified turnover rate of 10% by 2012

Improvement Strategies:

- Maintain competitive salaries
- Yearly recognition award ceremonies
- Provide sign-on bonuses for teachers in critical areas
- Publicize teacher/classroom accomplishments and successes
- Encourage creativity and teacher initiatives
- Provide incentive pay for teachers in critical areas

Goal 4: Fiscal Management - Build the fund balance to be 25% of the General Fund budget

PERFORMANCE GOAL: To build the fund balance to be 25% of the General Fund budget

Goal 5: Fiscal Management - Align the budget process to achieve district goals

PERFORMANCE GOAL: To align the budget process to achieve district goals

Goal 6: Safety/Discipline

PERFORMANCE GOAL: To support student achievement by maintaining a physical environment that is safe, orderly and secure

Performance Objectives:

- Reduce the number of discipline referrals for fighting by 10%
- Train 90% of teachers in classroom management/discipline techniques
- Demonstrate 75% of student/staff survey participants reporting positive responses to questions regarding school safety
- Reduce referral for drugs, alcohol, and tobacco from approximately 40 per school year to less than 30 per school year

Improvement Strategies:

- Provide, review and train all Critical Incident Team staff in the Multi-Hazard Emergency Operation Plan
- Increase safety standards for all facility designs
- Maintain an active DAT Committee to oversee campus discipline (consisting of at least one administrator, special education teacher, general education teacher)
- Promote student use of An Comm (student anonymous reporting system)
- Conduct Criminal Background checks on school volunteers
- Implement and maintain compliance with district procedures for discipline management
- Increase number of students involved in extra-curricular activities by 25%
- Administer the Safe Schools Survey offered by Region 10 to students and staff to obtain perceptions of school safety

PERFORMANCE GOAL: Deliver a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health

Performance Objectives:

- Design and implement a sequential health curriculum that addresses the TEKS and is delivered with active learning strategies that students find relevant
- 50% of Health Education Curriculum Projects and Assessments will involve students interacting with family members and community organizations
- Integrate the Health TEKS and the CATCH Curriculum into K-5 grade classrooms

Improvement Strategies:

- Provide professional development for health and K-5 classroom teachers on essential health topics, delivering health curriculum and classroom management
- Utilize a health curriculum team to create curriculum maps and implement varied assessments as part of a sequential health curriculum
- Provide Health and classroom teachers with a curriculum planning guide and best practices for health education

PERFORMANCE GOAL: Deliver a planned, sequential K-12 physical education curriculum that provides cognitive content and a variety of learning experiences

Performance Objectives:

- Design and implement a district physical education curriculum that is horizontally and vertically aligned and meets the TEKS in each grade level
- 100% of our physical education teachers will be highly qualified and use best practices when teaching physical activity
- Expand the outdoor education curriculum and course at CHHS and design at least one outdoor education unit at every other campus
- All students in grades K-5 will engage in moderate to vigorous physical activity at least 30 minutes a day or 135 minutes every week

Improvement Strategies:

- Provide Physical Education teachers with a curriculum planning guide and best practices for health education
- Utilize the free resources from the Dallas Ecological Foundation and provide professional development with an emphasis on outdoor education
- Monitor campus scheduling and practices to ensure compliance with physical education requirements

PERFORMANCE GOAL: Provide school nutrition services that offer student a variety of nutritious and appealing meals that adhere to U.S. Dietary guidelines and Texas Nutrition Policy

Performance Objectives:

- Offer free breakfast in the classroom at campuses with 60% or higher proportion of kids eligible for free and reduced lunch
- Report 100% of vending machines to Nutrition Director for compliance with TDA Nutrition Policy

Improvement Strategies:

- Monitor vending machines at campuses
- Provide instruction to staff for breakfast in classrooms
- Promote free and reduced meal program

PERFORMANCE GOAL: Provide effective health services to support the educational achievement of all students

Performance Objectives:

- Provide no less than 3 health screening opportunities for students to help identify health issues that may be impacting student learning
- Obtain current immunization records (or physician's exemption statements) that comply with State immunization requirements for 95% of students
- Conduct state required screenings (vision, hearing, height/weight, Acanthosis Nigrican, and scoliosis) for 95% of new students and 95% of 3rd, 5th, 7th grade students

Improvement Strategies:

- Schedule at least 3 screening events each school year
- Establish collaborations with outside agencies and continue to support community outreach projects, such as health fairs and drug prevention programs
- Continue to monitor state regulations for new and updated immunizations requirements
- Continue to check each student's record every 30 days to ensure compliance with state laws
- Communicate effectively with parents by providing necessary information through either verbal and/or written correspondence
- Collaborate with staff in order to facilitate the screening processes in schools
- Provide staff instruction and training on emergency medical situations in a classroom setting

PERFORMANCE GOAL: Provide an effective and comprehensive program that supports the mental, emotional, and social health of all students

Performance Objectives:

- Provide a comprehensive guidance and counseling program at all traditional campuses whereby 90% of students receive regular classroom guidance (10 - 12x/school year for grades K – 8; 4 – 6x/year for grades 9-12)
- Provide early intervention and/or intensive services to 90% of students considered at-risk according to TEA criteria
- 90% of secondary students (grades 7 – 12) will have the opportunity to meet individually with counselor for developing/reviewing 4 year plans, personal graduation plans, current course schedule, and career goals

Improvement Strategies:

- Implement and adhere to comprehensive guidance and counseling curriculum at all traditional campuses
- 100% of campus counselors receive training in service delivery and best practices for guidance, counseling, and prevention/intervention with areas of student difficulty
- Meet with district counseling coordinator for the purpose of receiving district information including procedures, policy information, and strategies for implementation
- Identify students who meet state at-risk criteria and maintain updated lists of At-risk students and services rendered
- 100% of secondary campus counselors trained by central administration in district procedures for completing 4 year plans, Personal Graduation Plans, and career goals
- Campus principals and counselors adhere to TEA guidelines for balance of counselor time (see TEA Model Comprehensive, Developmental Guidance and Counseling Program)
- Utilize district services including Project TurnAround mentor program, Big Brothers Big Sisters, Student Support and Community Services

PERFORMANCE GOAL: Family and Community Involvement

Performance Objectives:

- Provide opportunities for parents to learn about health and safety topics (including promoting physical activity, health and wellness, safety, discipline, and mental health)
- Provide a parent education program that informs and assists parents with parenting topics including student safety, discipline, social, behavioral, and emotional health
- Provide at least two opportunities for parents to participate in a timely, meaningful, and ongoing manner in the planning for school programs
- Provide a minimum of three school wide activities that allow parents to access the curriculum and participate in the education of their child

Improvement Strategies:

- Develop a plan (with parent input) for ways to include parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, how parents and school staff will share responsibility for improved student academic achievement, parent accessibility to the campus (including LEP parents), and building capacity for parent involvement
- Distribute and make available information to parents regarding health, mental health, safety, discipline, and nutrition on a regular basis
- Invite parents to participate in a decision-making committees through consistent and meaningful communication and involvement
- Set up activities for parents such as: Homework/tutoring strategies, Understanding TEKS/preparation for TAKS, Grade promotion/retention standards, Increasing student motivation/achievement, Career Goal, college prep information, scheduling classes, graduation requirements (secondary campuses)
- Require regular communication from teachers to parents of all students
- Provide various venues for parents to access curriculum, district/campus procedures, campus information
- Solicit parent input through surveys, polls

**Cedar Hill Independent School District
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Goal 1: Become a TEA recognized district for the 2008-2009 school year on our journey to becoming a world-class district by 2012.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Provide staff development training to all elementary teachers on providing hands-on assignments.	Instructional Coordinators	Number of teachers trained	Training Materials	November 2009 - August 2010
Revise lesson plan format to ensure student mastery. Provide staff development to teachers in using the new template.	Chief Academic Officer Instructional Coordinators	Completed lesson plan template	Eduphoria	August 2009 - August 2010
Purchase as many electronic versions of textbooks as possible (new adoptions).	Instructional Coordinators	Summary sheet showing the number, cost, and vendors	Funds to purchase electronic textbooks	August 2009 - August 2010
Design and implement a staff development program to make instruction more exciting.	Instructional Coordinators	Complete staff development program	Funds for extra-duty pay	August 2009 - August 2010
Research virtual campus programs to be implemented in 2010-11 school year.	Ex. Director of Technology	Proposal for implementation of virtual campus	Funds to purchase the virtual campus	August 2009 - August 2010
Place the “Pillars of Character” in all job evaluations for administrators and supervisors.	Chief Academic Officer	Complete job evaluation	N/A	August 2009– December 2010
Design a program that recruits community leaders to act as guest lecturers in classrooms.	Instructional Coordinators	Program	N/A	August 2009 - August 2010

**Cedar Hill Independent School District
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Goal 2:	Design and implement a rigorous instructional delivery system that is data-driven and fosters student engagement.
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PERFORMANCE GOAL: To improve the academic achievement of every student

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
<p>Develop, revise, and align state and district curriculum to TEKS and TAKS.</p> <p><u>Strategies:</u> Revise state and national standards in the district’s curriculum.</p> <p>Determine curriculum improvement and staff development needs based upon an analysis of the data from TAKS, formative assessments, AP, SAT/ACT scores, and ITBS results.</p> <p>Evaluate and revise curriculum guides to include:</p> <ul style="list-style-type: none"> • Objectives correlated to activities, resources and assessments • Recommended timelines and sequence of objectives • Vertical alignment to the existing curriculum using K-12 Curriculum Team in each content area 	<p>Chief Academic Officer</p> <p>Directors/ Instructional Coordinators</p> <p>Directors/ Instructional Coordinators</p>	<p>Curriculum scope and sequence</p> <p>Modifications to the scope and sequence</p>	<p>AEIS Report ITBS Report</p> <p>Curriculum guides</p>	<p>July 2009 – July 2010</p> <p>July 2009– July 2010</p>
Organize K-12 curriculum teams to review and recommend instructional materials, formative assessment items and scope adjustments	Instructional Coordinators	Organize Curriculum Advisory Teams	Stipends	July 2009 – July 2010

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Increase the percentage of students who reach commended performance standards on the TAKS.	Instructional Coordinators Campus Principals	Formative Assessment	Tutorial funds	July 2009 – July 2010
Identify and implement instructional strategies to support the at-risk learner. <u>Strategies:</u> <ul style="list-style-type: none"> • TAKS tutorials • Hands-on activities • Summer school • Credit recovery • TAKS Camps 	Director of Instruction Director of Student Support and Community Services	Formative Assessment	Federal and State Funds	July 2009 – July 2010
Increase Special Education students' participation in regular programs. <u>Strategies:</u> <ul style="list-style-type: none"> • Provide tutorial support for students with learning disabilities. 	Director of Special Education Instructional Coordinators	Formative Assessment Feedback sheets		July 2009 – July 2010
Develop, implement, and maintain a comprehensive system of alignment to the written curriculum in all core subject areas. <u>Strategies:</u> <ul style="list-style-type: none"> • Align secondary curricular assessments with formative assessments • Establish and distribute an assessment calendar • Provide staff development on the writing and development of assessments 	Chief Academic Officer Instructional Coordinators	District Curriculum Guide	Local funds	July 2009 – July 2010

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Provide instructional intervention strategies to campuses identified with 75% or below mastery on the TAKS.	Instructional Coordinators/ Instructional Coaches	Written Report on Interventions	Reports State Funds	July 2009 – July 2010
<p>Implement staff development program to improve instruction.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • 30 hour required staff development for professional staff • 100 hour required staff development for administrators • Content area staff development for teachers • Provide staff development on designing lesson plans to ensure student mastery • Provide training for staff in grades K-5 on Math initiatives • Provide training and support for the integration of classroom libraries in the elementary classrooms • Provide training for campus administrators on how to conduct effective walkthroughs in the classrooms 	<p>Chief Academic Officer</p> <p>Instructional Coordinators</p>	<p>Surveys</p> <p>Staff Development Verification Form</p>	Federal and State Funds	July 2009 – July 2010
<p>Monitor content area instructional intervention strategies and staff development plans to address specific campus needs.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Analyze assessment data • Monitor intervention and staff development plans to address campus needs 	<p>Instructional Coordinators</p> <p>Campus Principals</p>	<p>Monitoring Forms</p> <p>Mid-Year Assessments</p>	Local	July 2009 – July 2010

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Rooms for hands-on assignments, such as science labs in elementary schools.	Science Instructional Coordinator	Science Lab in all elementary schools fully equipped	Local Funds	July 2009 – July 2010
Incorporate field trips in appropriate subjects.	Chief Operations Officer Instructional Coordinators	Funds for trips	Local Funds	July 2009 – July 2010
Electronic versions of textbooks	Instructional Coordinators	Core Subjects	Local Funds	July 2009 – July 2010
Redesign the existing campus tutorial programs. <u>Strategies:</u> <ul style="list-style-type: none"> Assist campus principal in coordinating the tutorial program for struggling students Identify at risk students and provide after school tutorials tailored to their needs 	Director of Instruction	Number of students successful on formative assessment Number of students attending	Federal funds	July 2009– July 2010
Integrate technology into teaching and learning in all core subjects. <u>Strategy</u> <ul style="list-style-type: none"> Ensure that secondary schools have sufficient number of graphing calculators Provide electronic library and media resources for all students and teachers Provide electronic gradebooks, lesson planner, and TAKS management system 	Executive Director of Instructional Technology and Media Services	Survey	Eduphoria	July 2009– July 2010
Improve student achievement through the implementation of a clearly defined comprehensive Bilingual /ESL Program design and instructional model for K-12.	Director of Instruction	Bilingual District Plan	State and Local Funds	July 2009 – July 2010

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
<p>Create and train staff development teams at the elementary, intermediate, and secondary levels to deliver training of effective Bilingual/ELL instructional strategies that are research based “Best Practices”.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> Identify students who are at risk of failing to meet district benchmarks in the content areas, identify appropriate interventions, and train staff Develop and implement consistent recording forms for grades K-12 for Bilingual/ELL students not meeting district benchmarks in reading and other content areas and train staff 	<p>Director of Instruction</p> <p>Bilingual Instructional Coordinator</p>	<p>Training Agendas</p> <p>Documentation of Best Practices</p>	<p>State and Local Funds</p>	<p>July 2009 – July 2010</p>
<p>Develop and distribute an updated Bilingual/ESL handbook to campus personnel, which would allow them to follow state and federal guidelines for a successful Bilingual/ESL Program.</p>	<p>Director of Instruction</p> <p>Bilingual Instructional Coordinator</p>	<p>Bilingual/ESL handbook</p>	<p>State Funds</p>	<p>July 2009– July 2010</p>
<p>Promote initiatives that encourage students to read, write, view, speak and listen for understanding and enjoyment.</p>	<p>ELA Instructional Coordinator</p> <p>Librarians</p>	<p>Intervention Strategies</p>	<p>Reading Materials and Staff Development</p>	<p>July 2009 – July 2010</p>
<p>Promote critical thinking and problem solving by collaborating to integrate information literacy into the curriculum.</p>	<p>ELA Instructional Coordinator</p> <p>Librarians</p>	<p>Intervention Strategies</p>	<p>Reading Materials and Staff Development</p>	<p>July 2009– July 2010</p>

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
<p>Design and implement instructional intervention strategies for all elementary campuses; specifically small group instruction by combining a comprehensive literacy program into the curriculum.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Purchase support materials to increase gaps in reading literacy • Provide district intervention after school and during summer school for students in grades K-6 who are reading below grade level 	<p>Director of Instruction</p> <p>ELA Instructional Coordinator</p>	<p>Intervention Strategies</p>	<p>Reading Materials and Staff Development</p> <p>Increase in student scores on the ITBS</p>	<p>July 2009 – July 2010</p>
<p>Improve math performance of students in the elementary/secondary schools.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Purchase support materials to close gaps in math • Provide district intervention after school and during summer school for students in grades K-6 who are performing below grade level 	<p>Director of Instruction</p> <p>Math Instructional Coordinator</p>	<p>Intervention Strategies</p>	<p>ITBS</p>	<p>July 2009 – July 2010</p>
<p>Research and implement best practices to focus curriculum and staff development efforts on closing student achievement gaps between groups.</p>	<p>Chief Academic Officer</p>	<p>AEIS Reports</p> <p>ITBS Reports</p> <p>Campus Reports</p>	<p>Local</p>	<p>July 2009– July 2010</p>
<p>Continue the “Three-Minute Walk Through” Training for all administrators.</p>	<p>Chief Academic Officer</p>	<p>“Three Minute Walk-Through” Log</p>	<p>Local</p>	<p>August 2009 – June 2010</p>

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
<p>Improve ELA performance of students in the elementary/secondary schools.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Train teachers to utilize TAKS writing process and short answers/ open-ended questions • Train teachers to allow students to write in a variety of forms, including business, personal, literacy and persuasive texts for various audiences and purposes • Train teachers to utilize graphic organizers in pre-writing stage in order to assist students with thought organization • Utilize Region 10 consultants to provide TAKS scoring training • Train teachers to utilize peer-editing and revision to give students extended practice on writing conventions 	<p>ELA Instructional Coordinator</p>	<p>Formative Assessment</p>	<p>Local</p>	<p>August 2009 – June 2010</p>
<p>Improve science performance of students in the elementary/secondary schools.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Ensure that classroom teachers are allowing students the opportunity to receive 40% hands-on lab investigation. • Implement a correlation of vertical/horizontal alignment of the curriculum with the TEKS • Establish lateral teaming to include monthly meetings to ensure effective vertical alignment 	<p>Science Instructional Coordinators</p>	<p>Formative Assessment</p>	<p>Local</p>	<p>August 2009 – June 2010</p>

Strategy/Action	Person(s) Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Provide quality staff development to facilitate the implementation of instructional strategies that focus on improving the performance of students with disabilities and narrowing the achievement gap.	Director of Sp.Ed. Instructional Coordinators	Documentation of teachers trained Formative Assessments	Federal and State Funds ARRA	August 2009 – April 2010
Implement supplemental programs that offer a rigorous and differentiated curriculum in the resource classrooms (Reading, Language Arts and Math).	Director of Sp.Ed.	Formative Assessments Progress Monitoring Tool	Federal and State Funds ARRA	August 2009 – June 2010
Provide instructional resources (manipulatives, technology, etc.) for hands-on activities and curriculum differentiation.	Director of Sp.Ed.	Formative Assessments PDAS	Federal and State Funds ARRA	August 2009 – May 2010
Monthly walk-throughs will be conducted in all special education resource classrooms. Feedback will be provided to the teacher and the campus principal.	Director of Sp.Ed. Sp. Ed. Instructional Coordinators	PDAS	Federal and State Funds	August 2009 – May 2010
All special education math teachers will become members of the National Council of Teachers of Mathematics.	Director of Sp.Ed.	Professional Learning Community Evaluation	ARRA	September 2009 – June 2010
Analyze assessment data to ensure students' not demonstrating mastery of grade level TEKS are identified in a timely manner in order to determine effective interventions.	Instructional Coordinators Campus Teachers	2009 State Assessment Formative Assessments Progress Monitoring Tool ITBS	Federal and State Funds	September 2009 – June 2010

PERFORMANCE GOAL: To promote a college readiness culture

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
<p>Research and investigate alternative program models to increase student opportunities to be successful in college.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Form committee to investigate and research: SLC, ECHS, and Magnet programs • Research model campuses to further understanding of Best Practices in program design • Research funding opportunities and grants. • Work with Early College High School to implement best practices in grades 9-12 	<p>Chief Academic officer</p> <p>Director of Instruction</p> <p>Director of Student Support and Community Services</p> <p>CHCHS Principal</p>	<p>Grant</p>	<p>Grant Consultant</p>	<p>September 2009– July 2010</p>
<p>Develop and implement a comprehensive plan for Advanced Academic instructional service model for grades K-8.</p>	<p>Chief Academic Officer</p> <p>Advanced Academic Instructional Coordinator</p>	<p>comprehensive plan</p>	<p>Advanced Academic Instructional Coordinator</p>	<p>September 2009 – July 2010</p>
<p>Implement a comprehensive technology staff development plan.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Provide training on district’s standard technology resources • Document proficiencies in the technology plan • Report proficiencies through TEA’s STaR Chart system 	<p>Executive Director of Instructional Technology and Media Services</p> <p>Instructional Coordinator</p>	<p>Number of completed plans</p>	<p>Local Funds</p>	<p>August 2009 – August 2010</p>

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
<p>Develop and review documents and processes designed to meet individual student needs.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Expand Credit Recovery Program. • Review and revise Instructional Intervention Program • Develop and implement Distance Learning Program • Monitor and meet the individual needs of all students by implementing differentiated learning strategies 	<p>Chief Academic Officer</p> <p>Advanced Academic Instructional Coordinator</p>	<p>Number of completed plans</p>	<p>Local Funds</p>	<p>August 2008 – August 2011</p>
<p>Provide district-wide fairs for all students in science, history, technology, and math.</p>	<p>Instructional Coordinators</p>	<p>Fairs</p>	<p>Local Funds</p>	<p>August 2009 – August 2011</p>
<p>Implement a professional development program to improve instruction for advanced learners.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Identify staff development opportunities related to AP, SAT and ACT programs • Provide opportunities for staff development for Pre-AP teachers; AP summer course and Pre-AP/AP workshops • Develop a three-year plan to promote the Advanced Placement Program. This plan should include: recommended staff development for Pre-AP and AP teachers, recommendation on ways to increase student enrollment in AP and Pre-AP courses and recommendation on student participation on AP exams 	<p>Chief Academic Officer</p> <p>Advanced Academic Instructional Coordinator</p>	<p>Number of completed plans</p>	<p>Local Funds</p>	<p>August 2008 – August 2011</p>

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
<p>Increase student participation in advanced academic classes.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Determine curriculum improvement and staff development needs leading to increased student enrollment and success in advanced courses • Determine curriculum improvement and staff development needs leading to increased student participation in taking the SAT, PSAT, ACT and AP exams • Present College Board potential programs for review as a measure to increase student participation on PSAT, AP courses, and AP exams 	<p>Chief Academic Officer</p> <p>Advanced Academic Instructional Coordinator</p>	<p>Percentage of increase in number of students in Advanced Academic program</p>	<p>Local Funds</p>	<p>August 2008 – August 2011</p>

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2009 – 2010**

Goal 3: Teacher Pay/ Recruitment/ Retention -Recruit, develop and retain highly qualified employees in an environment that embraces diversity.

PERFORMANCE GOAL: To recruit highly qualified employees in an environment that embraces diversity.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Provide sign-on bonuses for teachers in “shortage” areas.	Chief Financial Officer Executive Director of Human Resources	Highly Qualified Report End-of-the-Year Retention Report	Local Funds	June 2009 – July 2010
Provide annual stipends for secondary teachers in math and science.	Chief Financial Officer Executive Director of Human Resources	Highly Qualified Report End-of-the-Year Retention Report	Local Funds	June 2009 – July 2010
Provide opportunities for principals to recruit for their campus.	Chief Financial Officer Executive Director of Human Resources	Highly Qualified Report End-of-the-Year Retention Report	Local Funds	June 2009 – July 2011

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Adjust salary schedule to remain competitive in the market place.	Chief Financial Officer Executive Director of Human Resources	Highly Qualified Report End-of-the-Year Retention Report	Local Funds	June 2009– July 2010

PERFORMANCE GOAL: To develop highly qualified employees in an environment that embraces diversity.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Provide New Teacher In-Service.	Chief Academic Officer Executive Director of Human Resources	Teacher Retention Report End-of-the-Year Retention Report	Local Funds	June 2009– July 2010
Provide mentee and mentor training.	Director of Instruction Executive Director of Human Resources	Teacher Retention Report End-of-the-Year Retention Report	State Funds	June 2009 – July 2010

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Provide individualized mentee and mentor assistance.	Director of Instruction Executive Director of Human Resources	Teacher Retention Report End-of-the-Year Retention Report	State Funds	June 2009 – July 2010
Facilitate mentee/mentor observations.	Director of Instruction Executive Director of Human Resources	Teacher Retention Report End-of-the-Year Retention Report	State Funds	June 2009 – July 2010

PERFORMANCE GOAL: To retain highly qualified employees in an environment that embraces diversity.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Maintain competitive salaries.	Chief Financial Officer Executive Director of Human Resources	End-of-the-Year Retention Report Review of TASB Salary and Benefit Survey at Region or State level	Local and State Funds	June 2009 – July 2010
Yearly recognition award ceremonies.	Director of Special Education Executive Director of Human Resources	End-of-the-Year Retention Report Review of TASB Salary and Benefit Survey at Region or State level	Local and State Funds	June 2009 – July 2010
Provide sign-on bonuses for teachers in critical areas.	Chief Financial Officer Executive Director of Human Resources	End-of-the-Year Retention Report Review of TASB Salary and Benefit Survey at Region or State level	Local and State Funds	June 2009 – July 2010
Publicize teacher/classroom accomplishments and successes.	Chief Financial Officer Executive Director of Human Resources	End-of-the-Year Retention Report Review of TASB Salary and Benefit Survey at Region or State level	Local and State Funds	June 2009 – July 2010

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Encourage creativity and teacher initiative.	Chief Financial Officer Executive Director of Human Resources	End-of-the-Year Retention Report Review of TASB Salary and Benefit Survey at Region or State level	Local and State Funds	June 2009 – July 2010
Provide stipends for teachers in critical areas.	Chief Financial Officer Executive Director of Human Resources	End-of-the-Year Retention Report Review of TASB Salary and Benefit Survey at Region or State level	Local and State Funds	June 2009 – July 2010

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Goal 4: Fiscal Management – Build the fund balance to be 25% of the General Fund budget

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Utilize PEIMS data and auditors' reports for comparisons. Analyze historical data.	Chief Financial Officer Assistant Superintendent for Business Services	PEIMS Data Auditor's Report	Local Funds	June 2009– July 2010
Ensure that budgeted funds are aligned to students' needs for academic success.	Chief Financial Officer Assistant Superintendent for Business Services	Budget Planning Report	Local Funds	June 2009 – July 2010
Improve the overall fiscal health of the district by providing budget alternatives to school board and administration.	Chief Financial Officer Assistant Superintendent for Business Services Superintendent	A rating status	Local Funds	June 2009 – July 2010

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
<p>Develop a staffing plan that ensures adequate staffing at all levels.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Obtain staffing plans from Human Resources. • Analyze current staffing patterns throughout the district. • Develop a standardized staffing plan. 	<p>Chief Financial Officer</p> <p>Assistant Superintendent for Business Services Superintendent</p> <p>Executive Director for Human Resources</p>	<p>Staffing Plan</p>	<p>Local Funds</p>	<p>June 2009 – July 2010</p>
<p>Develop and implement a long-range facilities master plan.</p>	<p>Chief Financial Officer</p> <p>Assistant Superintendent for Business Services Superintendent</p> <p>Director of Maintenance</p>	<p>Demographic Study Facility Needs Assessment</p>	<p>Local Funds</p>	<p>June 2009 – July 2010</p>

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Goal 5: Safety/ Discipline

PERFORMANCE GOAL: To provide safe, effective and supportive learning environments for all students.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Implement a National School Safety Report Plan.	Director of Student Support and Community Services Emergency Operations Procedures Coordinator	National School Safety Report Plan	Local Funds	June 2009 – July 2010
Facilitate a School Health Advisory Council (SHAC) to research, develop, and evaluate a comprehensive school health program.	Director of Student Support and Community Services Emergency Operations Procedures Coordinator	Monitor Reports	Local Funds	June 2009 – July 2010

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Provide, review and train in the Multi-Hazard Emergency Operations Plan for all Critical Incident Team (CIT) staff.	Director of Student Support and Community Services Emergency Operations Procedures Coordinator	Monitor Reports	Local Funds	June 2009 – July 2010
Conduct Violence and Suicide Risk Assessment training for CHISD counselors.	Director of Student Support and Community Services	Monitor Reports	Local Funds	June 2009 – July 2010
Conduct criminal background checks on school volunteers.	Director of Student Support and Community Services	Monitor Reports	Local Funds	June 2009 – July 2010
Review the student conduct handbook for possible revisions.	Chief Operations Officer	Monitor Reports	Local Funds	June 2009 – July 2010
Increase student support services through counseling and family services.	Director of Student Support and Community Services	Report on status	Local Funds	June 2009 – July 2010

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
<p>Decrease referrals for drugs, alcohol, and tobacco.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Increase student and parent interaction opportunities through classroom guidance lessons on violence prevention. • Increase the number of student/parent/community events to emphasize abstinence from drugs. • Increase the number of school aged youth that receive compliance education on tobacco use. • Use the Police Department to increase the enforcement of MIP of Tobacco Laws. 	<p>Director of Student Support and Community Services</p> <p>Principals</p>	<p>Monitor Reports</p>	<p>Federal/State/Local Funds</p>	<p>June 2009 – July 2010</p>
<p>Decrease referrals for fighting.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Become part of the Region 10 Safe and Drug Free Cooperative to receive specialized training opportunities and additional resources. • Develop and implement anti-bullying plan for CHISD. • Provide on-going counseling at CHHS and NGC for students assigned to DAEP. 	<p>Director of Student Support and Community Services</p> <p>Principals</p>	<p>Monitor Reports</p>	<p>Federal/State/Local Funds</p>	<p>June 2009 – July 2010</p>
<p>Decrease number of students not returning to school.</p>	<p>Director of Student Support and Community Services</p>	<p>Monitor Reports</p>	<p>Federal/State/Local Funds</p>	<p>June 2009 – July 2010</p>

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Implementation of a district-wide emergency management plan.	Director of Student Support and Community Services Emergency Operations Procedures Coordinator	Emergency Management Plan	Local Funds	June 2009 – July 2010
Implement a comprehensive “stay in school” attendance plan.	Director of Student Support and Community Services	Comprehensive “stay in school” attendance plan	Local Funds	June 2009 – July 2010
Enforce the use of student and staff identification badges.	Emergency Operations Procedures Coordinator	Report on status	Local Funds	June 2009 – July 2010
Implement the CATCH program across grade levels.	SHAC Instructional Coordinator	Report on status	Local Funds	June 2009 – July 2010
Provide drug and violence prevention education.	Director of Student Support and Community Services	Report on status	Local Funds	June 2009 – July 2010
Assess alternative education programs based upon analysis of student performance data.	Director of Student Support and Community Services	Report on status	Local Funds	June 2009– July 2010

Design a plan of action to assist students who lack sufficient credits to be promoted to the next grade.	Director of Student Support and Community Services	Report on status	Local Funds	June 2009 – July 2010
Teachers will identify low performing students and provide appropriate structures for interventions.	Principals	Best strategies and lessons	Local Funds	June 2009 – July 2010
Teachers will provide tutorials after school to help low performing students.	Principals	Best strategies and lessons	Local Funds	June 2009– July 2010

PERFORMANCE GOAL: Improve or enhance the character of students.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Character words read by students daily during the morning announcements.	Character Education Project Manager	Reduction in the number of behavioral referrals	Federal Funds	June 2009 – July 2010
Character Education professional development for all staff, parents and community members.	Character Education Project Manager	Reduction in the number of behavioral referrals	Federal Funds	June 2009 – July 2010
Character Education events provided each semester to promote good character.	Character Education Project Manager	Reduction in the number of behavioral referrals	Federal Funds	June 2009 – July 2010
Display Six Pillars of Character throughout the district.	Character Education Project Manager	Reduction in the number of behavioral referrals	Federal Funds	June 2009– July 2010

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Conduct monthly meeting with campus coordinators.	Character Education Project Manager	Reduction in the number of behavioral referrals	Federal Funds	June 2009 – July 2010
Coordinate and collaborate with campus attendance clerks to ensure procedures and processes that will improve student attendance.	Character Education Project Manager	Reduction in the number of behavioral referrals	Federal Funds	June 2009 – July 2010

PERFORMANCE GOAL: To develop a strong network of parent partnerships to improve the education process for all students.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Identify activities to involve parents in the educational process.	Director of Student Support and Community Services	Survey	Federal Funds	June 2009 – July 2010
Identify strategies to involve parents in creating safe and healthy learners.	Director of Student Support and Community Services	Survey	Federal Funds	June 2009 – July 2010
Implement measures to increase communication with parents.	Director of Instruction	Survey	Federal Funds	June 2009 – July 2010
Increase the district's level of communication with parents of special needs students.	Director of Special Education	Survey	Federal Funds	June 2009– July 2010
Involve parents in the district planning and advisory process.	Director of Instruction	Survey	Federal Funds	June 2009– July 2010
Involve parents in the District's Advanced Academic Advisory committee.	Advanced Academic Instructional Coordinator	Survey	Federal Funds	June 2009 – July 2010

PERFORMANCE GOAL: To increase community involvement.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Strengthen the partnership with the CHISD Education Foundation and the community to provide sustaining support for teachers and students through community donations.	Director of CHISD Education Foundation	Number of donations received through grants	Sponsors	June 2009 – July 2010
Invite community members to participate with and sponsor school activities.	Director of CHISD Education Foundation Principals	Number of community members volunteering in schools Community Surveys	Sponsors Volunteers	June 2009– July 2010
Publicize school and district activities through the district’s and schools’ web pages, district newsletters, Superintendent Bulletins, and school marquees.	Executive Director of Instructional Technology and Media Services Instructional Coordinators Principals	Bulletins Newsletters Web pages	Local Funds	June 2009 – July 2010
Collaborate with the Chamber of Commerce to build new partnerships.	Director of CHISD Education Foundation District Administrators Principals	Number of new partnerships established Community Surveys	None	June 2009– July 2010

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
Expand communication with the community in regards to the district with the development of Longhorn Television and the Sports Marketing Program.	Executive Director of Instructional Technology and Media Services Director of Athletics Principals	Community Surveys	Local Funds	June 2009 – July 2010