

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT**

# 2011-2012 Strategic Goals

---

Summary and Updates

## **SUMMARY AND UPDATE 2011-2012 STRATEGIC GOALS**

**Strategy I-Curriculum and Instruction:** We will develop curriculum and instruction that will meet students at their current level and ensure that they maximize their potential.

### **Action Plan 3:**

**Offer CHISD summer institute in order to provide teachers with TEKS based professional development and content area training prior to the start of school.**

The Curriculum and Instruction department is hosting a "Summer Cruise", June 5-8. A variety of topics and required areas of training for teachers will be featured. In addition, the district is hosting multiple training events, and funding attendance at other trainings not offered on-site. Additional information regarding trainings through Region X is being provided to staff.

### **Action Plan 4:**

**Teachers will incorporate Project Based Assessment that requires the use of technology and fosters cross curricular connections.**

Three of the district's elementary campuses and both intermediate campuses will be trained on using the Project Based Learning (PBL) model beginning in the fall. Each teacher will receive extensive training in PBL and the usage of the iPad to enhance the teaching and learning process.

In addition, the middle school 7th grade core teachers will receive extensive training in the STEM (Science, Technology, Engineering, and Mathematics) program. These teachers will also be included in the PBL training in May and during the summer.

### **Action Plan 5:**

**Implement career options program to expose students to career possibilities by providing speakers, visits to work sites, mentors, and internships in 11th-12th grades in order to supplement the current program used for career exploration.**

CTE has restructured Career Exploration to take place at the 8<sup>th</sup> grade level. In the 8<sup>th</sup> grade, students are exposed to speakers, presentations, and exploratory activities that familiarize students with career options, culminating in the creation of a 4 Year Plan. At the 11<sup>th</sup> and 12<sup>th</sup> grade levels, students enter the Career Readiness mode of the program. They speak with industry professionals, visit work-sites, and attend conferences and contests with their peers. Additionally, many attain work-based practicum positions that prepare them for certification tests.

**Action Plan 6:**

**Conduct Intermediate, Middle and High School Orientations for both parents and students as an end of year instructional activity, in order to provide families with knowledge of the curriculum, policies, procedures and expectations required as students transition to the next level, enabling parents/guardians to better support their students' learning needs and to increase student retention rates at the intermediate and secondary levels.**

Upper grade campuses have visited lower grade campuses to provide overviews to assist with students transitioning to the next level. Representatives from the middle school campuses have visited the intermediate campuses to promote the STEM academies for incoming seventh graders. STEM academies will focus on science, technology, engineering, and mathematics. Ninth Grade Center representatives visited the two middle school campuses to introduce students to the available academies at the NGC and to discuss the required attendance for the transitional program in August. High school representatives shared with ninth grade students the opportunities that will be available on the high school campus and information regarding the required tenth grade transitional program in August. Both transitional programs will focus on the most recent changes regarding EOC assessments and credit requirements for graduation.

**Action Plan 9:**

**Implement district wide Professional Learning Communities that consist of volunteer teacher trainers that will provide specific research-based strategies for historically low TEKS during the 6 weeks prior to the TEKS' lesson cycle in the curriculum and facilitate professional development during the summer.**

Professional Learning Communities (PLCs) have been established district-wide. Professional development on problematic Student Expectations (SEs) has been led by Instructional Coordinators during in-service days, as well as during campus-embedded trainings. Data from Formative Assessments has been used to identify and address ongoing areas of need. Instructional Coordinators have attended PLC meetings with teachers and administrators to discuss and work through needs in these areas

The CTE teachers will use iPads to further foster their PLCs. Through the use of the portable tablet, teachers access the Virtual Meeting application, Wiggio (a 2010-2011 CTE Professional Development staple) and the virtual classroom application Edmodo, in order to plan, share, and prepare for departmental initiatives any time of the day.

**Action Plan 10:**

**Implement Individual Development Plans for all teachers in order to ensure professional development and training is based upon student needs**

Teachers are required to earn 30 hours of professional development credit yearly. Six hours are related to district needs in technology, literacy, and special education. Six additional hours are related to campus leadership and service. The remaining hours are available for tailoring to the individual teacher's professional needs in conjunction with his/her supervising administrator.

**Action Plan 11:**

**Teachers will incorporate project based assessments that require the use of technology and foster cross curricular connections.**

Utilizing iPads, in conjunction with the CHISD's SMART Notebook software, CTE teachers will control their computers, and project from their iPads to the screen. This allows the CTE teachers to create instructional activities that allow students to interact using technology. The CTE and Technology departments are co-developing training that prepares CTE teachers for Project Based Learning, technology proficiency and best practices for using iPads in instruction.

All 5<sup>th</sup>-7<sup>th</sup> grade core teachers are required to attend a three-day training session provided by the University of Texas at Dallas. The training will focus on PBL and be completed prior to the beginning the next school year.

**Strategy II- World-Class Education System:**

**We will recruit, develop and retain world-class staff**

**Action Plan 3:**

**Implement a performance, development, and goal-setting tool for every employee in CHISD annually.**

A district goal-setting tool for paraprofessional and auxiliary personnel has been developed and will be implemented this fall.

**Action Plan 5:**

**Develop a process to allow opportunities for stakeholders to provide input and feedback**

The Human Resources department has created a Stellar Customer Service feedback cards that invite individuals to share his or her experiences at CHISD facilities. These cards are on each campus as well as at district facilities. Additionally, parents and employees have access to an on-line suggestion box where they may enter suggestions and express concerns.

### **Strategy III-Community Engagement:**

**We will develop and implement initiatives that engage the entire community in the educational process.**

**Action Plan 1: Expand existing, and build new community partnerships, for CHISD that include mentoring, service learning, volunteering, family resources, donations, and corporate sponsorships.**

The Department of Student Support and Community Services has worked to establish several new community partnerships this year, including DreamHaus Foundation, Optimist International (in Cedar Hill), Phoenix House, Cedar Hill Action Team (CHAT), Promise House, Charlton Methodist, American Heart Association, and Cedar Valley Community College. Currently, we are also working with the Special Programs Coordinator and the Title I Parent Liaison to develop CHAPS (Community Homes Active Partners in Schools) which will serve as a community connection umbrella and streamline the processes for matching community resources with needs in the district. All campus needs have been surveyed and some community agencies have been surveyed for their resources/needs.

**Action Plan 2: Ensure that every CHISD campus receives mentors and is adopted by a local business, church or community service group.**

Currently, there are mentors at 77% of CHISD campuses (10/13). Based on campus needs (from a survey), community businesses will be provided with a proposal for adopting a campus. The proposal will provide a list of specific needs during the summer of 2012.

**Action Plan 4: Implement a system for regularly rewarding the participation of community businesses, agencies, volunteers, and mentors.**

Twenty community agencies and business were presented with awards at the October 14, 2012, Varsity Football game. Parents from each campus will be presented with Outstanding Partner awards at the May 14, 2012, school board meeting (based on collaboration between the Department of Student Support and Community Services and the Title I Parent Liaison. Each year, fall awards will be presented at an athletic event and spring awards will be presented at the Educator Awards Banquet.

**Action Plan 5: Utilize students at secondary campuses to help communicate campus/district events and solicit student feedback.**

Still in the developmental stages

**Action Plan 6: Implement a CHISD information Line for community members to use to find out about any campus or district events and/or news.**

A campus information line had been established and messages are updated monthly. The phone number is posted on the website under the "about CHISD" section and has been included in several print and electronic communication pieces.

#### **Strategy IV-World-Class Education System:**

**We will implement the CHISD World-Class Education recommendations where appropriate to accomplish the mission and objectives of the District.**

##### **Action Plan 1:**

**Develop a process which will result in a content-strong K-12 curriculum, focusing on the foundations of math, science, literacy, and higher-order thinking skills.**

All core subjects utilize the C-SCOPE curriculum which enables teachers to maintain a pace that will enable them to address the TEKS for each subject. Programs will be piloted in areas such as math and science. One group of 5<sup>th</sup> grade students will use the Reasoning Minds Curriculum for a comparative study to determine the effectiveness of adding the Reasoning Minds curriculum for CHISD. Additionally the usage of a Flipped Classroom model will be piloted as an alternative to the traditional classroom. Both are aimed at strengthening the current curriculum. The curriculum will be further strengthened through the inclusion of the STEM Academy and the PBL model.

##### **Action Plan 2:**

**Establish a process for the development, planning, and phasing-in of a district-wide, grade appropriate college readiness curriculum, utilizing state-of-the-art software programs and technology.**

All 9<sup>th</sup> and 10<sup>th</sup> grade core teachers will attend a Pre-AP/AP Summer Institute to gain additional strategies appropriate to their content and higher-thinking skills that are part of the subject TEKS. In addition, these teachers will complete the initial hours required by TEA for addressing identified GT identified students.

All 10<sup>th</sup> grade students took PLAN, the second phase of ACT. PLAN assists students in building a solid foundation for future academic and career success. In addition, CHISD covered the cost for those 10<sup>th</sup> graders who elected to take the PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test). PLAN and PSAT data will assist in identifying and addressing the campuses' high-priority issues. Students will also be provided the opportunity to access test prep assistance. Selected teachers have received training from Revolution Prep. A summer test prep fee-based camp will be offered to 100 students. Additional sessions may be offered during the up-coming school year.

**Action Plan 3:**

**Provide virtual classroom technology and social-networking to increase student opportunities for cultural exploration and experiences to connect students to other parts of the world.**

An iPad initiative will be rolled out on eight campuses. In addition to the teachers on the designated campuses, teachers in various programs, including Fine Arts, STEM, and CTE, will receive iPads and additional training from Apple in the educational uses available with this technology.

iPads will aid CTE teachers in developing and managing hybrid class instruction through the use of Edmodo. Edmodo had been a staple of CTE professional development in 2011-2012 and has now been integrated into 6 CTE classrooms. Using Edmodo, CTE teachers construct an online instruction component that prepares students for further distance/virtual classroom environments, like those they will use in college. Assignments, quizzes, class discussions, cross-curricular lessons, and Accountable Talk are all managed on the Edmodo walls.

During the fall of the up-coming school year, all students will be assigned an educational email address, as well as a network account. The email addresses will be utilized for educational purposes within the district. The network account will facilitate in the creation of students' electronic portfolios which will follow them from grade to grade. Juniors and seniors will have additional flexibility that will allow them to connect with educational opportunities outside the district.

Additionally, BYOD (bring your own device) will begin with grades 9-12. Students' responsibilities associated with BYOD will be part of the August transition programs. BYOD will allow students to better utilize the devices they are already familiar with for educational purposes. District-owned devices will also be available. The use of BYOD will gradually be phased in for lower grade levels.

**Action Plan 6:**

**Continue to improve the Fine Arts Program**

Increased instructional planning for fine arts teachers through PLCs has resulted in higher proficiency in student performances. Fine Arts students earning A-B Honor Roll recognition has increased, as seniors continue to earn college scholarships. Increased community events have provided additional venues for showcasing CHISD students.

Additions to the Fine Arts program this year included additional band classes, choir, orchestra, and a new theatre program at five campuses. Additional programs will be added to the middle school campuses, as well as at West and possibly the Ninth

Grade Center. The additions will be in the areas of choir, theatre arts, and, possibly, dance.

**Action Plan 7:**

**Enhance career development program through all grade levels**

By utilizing a three tiered approach, CTE offers the Career Awareness program to K-7 students, Career Exploration program to 8<sup>th</sup> graders, and Career Readiness to 9-12 students. The Career Readiness program now offers 14 clusters that provide 26 pathways which result in certifications and/or college credit.

**Action Plan 13:**

**Develop a method to attract innovative, passionate educators to teach science and math providing them with cutting edge technology and supporting them in performing methods of education designed to stimulate and support critical thinking in students.**

**Strategy V-Family Engagement:**

**We will develop methods to actively students' families throughout the educational process.**

**Action Plan 1:**

**Create and maintain a welcoming atmosphere at each campus**

The creation of a welcome packet which will outline campus and district resources and provide key campus contact information in an effort to establish effective two-way communication between staff and parents is underway.

Each campus has a 22" x 28" poster display and brochure holder located at the main parent point of contact. This display is used to promote district events and communicate important information. It also serves as a resource point for CHISD brochures and other printed material from central administration.

**Action Plan 2:**

**Design a family friendly school experience.**

Title I campus administrators are evaluating progress on their CIPs (Campus Improvement Plans) and reviewing programs related to the Parental Involvement Plans. Parent meetings/workshops have been observed to gauge the interaction of campus staff with parents and families. A list of recommendations for each campus to consider when developing future family related activities, meetings, and programs will be shared with campuses.



**Action Plan 4:**

**Establish a Parent-Teacher Success plan that would increase family engagement opportunities.**

Title I campuses are working on the development of their parental involvement policies. A six component parental involvement model for the K-8 campuses that will be introduced during the 2012-2013 school year is in development. The model will include volunteering, parenting, communicating, learning at home, decision-making, and collaborating with the community. Specific strategies may be added to meet the unique needs of certain campuses and to reflect the varying levels of parental engagement at the elementary, intermediate and middle school levels.

**Strategy VI-Character Education:**

**We will integrate character education throughout curriculum and instruction.**

**Action Plan 2:**

**Implement TEKS aligned integrations of Character Education in the curriculum for all CHISD students to cultivate responsible citizens through direct classroom instruction.**

100% of campuses provide character education in classrooms; materials are campus generated.

**Action Plan 3:**

**Improve campus-wide student recognition at each school to acknowledge students exemplifying good character as defined by the Six Pillars of Character.**

100% of campuses reward students for character. Campuses will implement sponsorship for students of the month and star students.

**Action Plan 5:**

**Establish a district-wide cyber safety program for students to promote safe and appropriate use of technology.**

The "I-Safe Program" has been implemented through the computer literacy classes on all 5<sup>th</sup> through 12<sup>th</sup> grade campuses.

**Action Plan 6:**

**Establish a district-wide program for students focusing on drug prevention, gangs, and positive police relationships to promote responsible behavior.**

Too Good for Tuesdays has been implemented at CHHS. Every Tuesday are students presented with drug prevention education, etc., in elective classes.

**Action Plan 7:**

**Establish a district-wide, anti-bullying initiative to promote responsible behavior.**

Activities have been completed in social studies classes during the spring of 2012. In addition, R-Time has been implemented at three (3) campuses.

**Strategy VII-Student Profile:**

**We will develop a plan to ensure that each student becomes a well-rounded individual.**

**Action Plan 1:**

**Expand opportunities for in-school, after-school and summer enrichment activities (including character development) for all students in all grade levels year round.**

Summer school enrichment involving literacy learning activities designed around engaging field experiences has been developed. During the school year, campuses implemented multiple enrichment opportunities and after-school activities such as art programs, robotics, and clubs.

**Action Plan 2:**

**Expand partnerships with business and community members for enrichment activities for all students in all grade levels year round.**

Currently the CTE department is studying this idea and plan to implement next year.

**Action Plan 8:**

**Establish opportunities on all campuses to ensure students have access to one-on-one relationships with caring adults.**

Mentors are now associated with 85% of the campuses. Over 200 CHISD students are receiving weekly mentoring through TurnAround Agenda, Big Brothers Big Sisters, and independent mentoring.

**Action Plan 9:**

**Establish programs that provide opportunities for student-to-student, across grade level interactions that focus on mentoring, leadership, and character development.**

Programs such as High School Heroes, Big Brothers Big Sisters, and Teen Big Initiative have been implemented at CHCHS and Lake Ridge Elementary.

### **Strategy VIII-School Environment:**

**We will develop a plan to ensure that each student environments are conducive to optimal learning**

#### **Action Plan 5:**

**Enhance and expand quality communication through the use of district initiated electronic correspondence to support CHISD schools, administration and the community at all levels**

A Public Information person has been identified to communicate district news and events to entire community through multiple venues and on a regular basis.

#### **Action Plan 6:**

**Develop an on-line system for Cedar Hill community member to submit innovative ideas to make school environment conducive to optimal learning.**

The online suggestion box has been established on the parent page ([www.chisd.net/parents](http://www.chisd.net/parents)) and on the employee page of the main district website. On average, the suggestion box receives 5-6 submissions per month. The comments are forwarded to the appropriate administrator for response if an email address has been provided.

#### **Action Plan 7:**

**Establish a staff development focus on enhancing capacity for customer service.**

The Human Resources Department has created a customer service handbook and will conduct in-service training with front office staff in August 2012.

#### **Action Plan 9:**

**Establish a stakeholders committee to review the standardized dress code**

The District Advisory Council (DAC) met several times during the school year and completed the review of surrounding district dress codes, as well as the student, parent, and teacher surveys.

A committee recommendation was made to Mr. Williams after April 17<sup>th</sup>, 2012 for his consideration. Mr. Williams will make any final proposals or recommendations to the board during May.

#### **Action Plan 10:**

**Expand dual credit opportunities for all students through existing partnerships and future agreements with accredited colleges.**

The district is presently working in conjunction with Cedar Valley College to expand the dual credit offerings. The anticipated deadline is the end of July.

#### **Action Plan 11:**

**Strengthen and expand career and technical education programs that develop student learning, resulting in certification for transition into the community and global workforce**

CTE has increased the offered certification tests from 2 in 2010, to 9 in 2012. We are on schedule to offer 19-20 in 2013.

**Action Plan 12:**

**Expand on-line course options to increase student choice and enhance learning**

Students began to have the opportunity to take courses through the Texas Virtual School Network in addition to existing offerings related to Chinese and core credit recovery. CHISD has also contracted with a new vendor for the following school year to allow students the opportunity to take additional courses in first-time attempts at credit.