

SECONDARY EDUCATION PLAN

STRATEGY	ID	TASK	CHIEF	STAFF	START	STATUS	Progress Rubric/Update
1	Ensure access to academic rigor for all students by implementing the District's curriculum in all academic courses across all secondary schools. (VINCE)						
1	A	Implement the district's education plan, standards of service and ensure the secondary curriculum includes college readiness standards.	I. Durant D. Micheaux	V. Reyes C. Welle L. Valadez Secondary EDs	2009-10	Systemic	CPG deveopment and revisions ongoing;
1	B	Require all comprehensive high schools to offer a common core of dual credit and advanced placement courses and offer additional courses beyond the minimum within approved career pathways/courses of	I. Durant D. Micheaux A. Viramontes	L. Valadez S. Fagg S. Lopez Secondary EDs C. Oakeley	2009-10	Planning	Common core of AP courses; facilitating future growth in AP program by building teacher capacity through Laying the Foundation and College Board
1	C	Implement the recommendations of the Advanced Placement Task Force including campus AP leadership and coordination and expanded vertical teaming between pre-AP and AP across middle school and high school.	D. Micheaux I. Durant	C. Goodsell Secondary EDs Principals F. Gallagher	2010-11	Planning	PreAP/AP advisory committee has been established on each HS campus; goals are being set for the AP Incentive Program; AP director is conducting data reviews to evaluate PSAT, SAT, AP with CRIS
1	D	Require all high schools to document college credit/credit in escrow earned with a minimum access to 12 credit hours earned by every student graduating on the recommended plan.	I. Durant	S. Fagg S. Lopez	2009-10	Planning	Data will be captured on Chancery
1	E	Expect high school graduates to complete the ApplyTexas college application and receive a letter of acceptance to a higher education institution of choice.	I. Durant	S. Fagg S. Lopez	2009-10	Planning	Evaluation metrics related to Apply Texas have been set for counselors; counselors are tracking college acceptances
1	F	Implement and monitor interventions and special programs for struggling learners, English Language Learners, and special education.	I. Durant	V. Reyes A. Pittman E. Casas	2009-10	Implementation	Committee is engaged in RtI planning
2	Create learning environments that engage students, increase the likelihood of staying in school, and scaffold access to academically rigorous learning experiences. (LENG)						
2	A	Implement the recommendations of the student engagement plan.	I. Durant A. Viramontes D. Micheaux	C. Welle S. Fagg R. Sanchez J. Johnson C. Fridia Secondary EDs Principals	2009-10	Implementation	Program data being shared with secondary LCEDs to share with principals
2	B	Implement the district's coordinated school health charter.	I. Durant	S. Fagg C. Welle	2009-10	Implementation	Some campuses have enrolled in the Alliance for a Healthier Generation Cohort #2; bullying policy connection
2	C	Develop and implement dashboards to monitor student performance.	A. Viramontes	L. Fritsche	2009-10	Implementation	Teacher dashboards are available for elementary, middle and high school teachers; all teachers have been notified

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2	D	Enhance learning relevance and student engagement through development of project-based learning tasks embedded in the Curriculum Planning Guides and districtwide assessments, beginning in high schools with college/career pathway programs of study.	I. Durant	V. Reyes C. Welle L. Valadez J. Frantzen	2009-10	Implementation	PLB is embedded in our CPGs at all grade levels; Teacher PD on PBL has been part of our PD plan
2	E	Integrate technology into all courses.	I. Durant	V. Reyes C. Welle L. Valadez B. Ellis	2010-11	Planning	Technology is embedded in our CPGs. For example, Math Gr. 7 grade to Alg II use TI Inspire Calculators, Motion detectors, wireless Navigator system and in Science, virtual labs are embedded
3	Use data and student work in both formative and summative processes to inform instructional decision-making, determine appropriate interventions/extensions, and support student self-management of learning. (CECILIA)						
3	A	Support the online education plan systems of Curriculum Central and My Data Portal.	A. Viramontes I. Durant	C. Oakeley S. Brinkman	2009-10	Systemic	Ongoing
3	B	Increase technology system capacity to include archival of authentic student work.	L. Throm I. Durant	G. Salada V. Reyes	2009-10	Planning	Reviewing E-rate funding and Project Share (TEA product) availability. Region X has been contacted for accounts for teacher logins for Project Share.
3	C	Implement a parent and student online data portal.	A. Viramontes I. Durant	L. Fritsche W. Hawthorne	2009-10	Implementation	Parent portal already at all secondary schools. Have some elementary and full implementation will be completed by May 2011. TAMs will also be reviewed.
3	D	Develop district assessment systems beyond paper and pencil multiple response test format.	I. Durant A. Viramontes	V. Reyes C. Oakeley	2010-11	Planning	Have looked into the policy to make changes dealing with students requirements to submit projects every six weeks.
3	E	Integrate the district's benchmark and ACP systems into one coherent assessment system in alignment with new end-of-course test accountability system.	I. Durant A. Viramontes	V. Reyes C. Oakeley	2010-11	Implementation	Awaiting EOC and STAAR training and detail. EOCs are directly course aligned. Curriculum alignment is already at the conceptual understanding.
4	Build instructional capacity by engaging in tiered professional development and campus-based professional learning communities focused on the District's curriculum and its enactment in the classroom. (JACQUE)						
4	A	Support, lead and monitor the collaborative planning time for all secondary teachers.	D. Micheaux	SL Staff Secondary EDs Principals	2009-10	Implementation	

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4	B	Require all district teachers to engage in tiered professional development regarding the district's theory of action, required curriculum, integration of technology and culturally relevant pedagogy.	I. Durant	V. Reyes Content Directors	2009-10	Implementation	A professional development planning timeline of important dates has been established for the 2011-2012 school year. The professional development department will work with the Teaching & Learning content/program directors to develop summer/fall requirements guides and course catalogs as well as communication of the plan to campus staff. The content and development of sessions is the responsibility of the content/program directors.
4	C	Enhance the role of master teacher (as defined by CEI and/or other approved measures) by ensuring they serve as mentors/coaches to new or novice teachers at each school.	I. Durant D. Micheaux	J. Landry Secondary EDs Principals	2009-10	Implementation	Mentors for new or novice teachers are chosen by the principal. He/She must have exemplary teaching ability as indicated by effective communication skills, knowledge of subject matter, mastery of teaching strategies, and presentation skills. The mentor must have been rated " Proficient " or "Exceeds Expectation" on PDAS evaluations for the previous three years.
4	D	Expand instructional leadership training for assistant and associate principals.	D. Micheaux	J. Parvin V. Mitchell Secondary EDs Principals	2010-11	Planning	Assistant and Associate principals have been included in the Dallas Achieves XVIII sessions (Fall 2009) as well as the 2020 Dallas sessions (Fall 2010) to receive training alongside campus principals. Optional sessions are scheduled for spring 2011 which are open to all campus administrators.
4	E	Strengthen and enhance the professional development and system of supports for teachers in need of assistance (as defined by CEI and/or other approved measures.)	I. Durant D. Micheaux	J. Landry Secondary EDs Principals	2009-10	Implementation	The Institute Promoting Teacher Excellence is designed to offer instruction that will lead teachers who are in need of assistance to attain higher proficiency levels and, therefore, positively impact student achievement. The activities allow the teachers the opportunity to learn, reflect, and apply skills. The institute consists of three parts. After the initial meeting, participants are required to prepare and implement an action plan that is monitored by the principal. The institute presenter may conduct follow-up visit to participants when necessary.

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4	E	Study the feasibility of and seek partnerships to increase dual credit teacher qualification.	I. Durant	L. Valadez	2009-10	Planning	The dual credit taskforce was convened and recommended that revenue from dual credit classes be utilized to pay for university credit hours that teachers need. A plan is being developed to identify interested English teachers and identify a university partner.
5	Develop a college-going culture and provide all students systems of support for college access, application, and financial assistance. (LILIANA)						
5	A	Provide students with college-going course advisement and college access supports, beginning with the middle school and continuing through graduation.	I. Durant D. Micheaux	S. Fagg Secondary EDs Principals Counselors	2009-10	Implementation	Monthly training for counselors on college readiness and college access training; CRIS dashboard training for counselors; counselors are evaluated on CR indicators
5	B	Ensure all students graduating under the Recommended/Distinguished Plans have the opportunity to "cross the stage" with a letter of acceptance to a post-secondary institution.	I. Durant D. Micheaux	S. Fagg Secondary EDs Principals Counselors	2009-10	Planning	Some HS have existing partnerships with colleges and universities which award letters of acceptance upon graduation; planning continues to ensure all HS participate
5	C	Incorporate college entrance exam preparation courses within their campus improvement planning processes.	I. Durant D. Micheaux	L. Valadez Secondary EDs Principals Counselors	2009-10	Implementation	Teachers have been trained to provide ACT and SAT prep sessions; also SAT math; implementation strategies have been shared with principals
5	D	Conduct parent workshops related to college access as part of their campus improvement planning processes.	A. Viramontes D. Micheaux I. Durant	E. Hernandez Secondary EDs Principals S. Fagg	2009-10	Planning	Districtwide workshops: Las Llaves, Hispanic Youth Symposium, African American Youth Symposium (planning), Historical Black College and Universities College Fair and Parent Portal
5	E	Identify college-access and higher education partners that assist in the development of a college-going culture including student navigation of college access processes (applications for college, financial aid and scholarships, college visits, college exam preparation courses, etc.).	I. Durant D. Micheaux	L. Valadez S. Fagg Secondary EDs Principals Counselors	2009-10	Implementation	Campus access partners (ASP, EIF, colleges, universities) have been secured for each HS and programs implemented; college visits continue at each HS
5	F	Embed college application processes into the curriculum, such as: resume writing, college essay writing, scholarship essay writing.	I. Durant	V. Reyes C. Welle	2009-10	Implementation	Processes are integrated in the CPGs at multiple grade levels
5	G	Provide college campus experiences for students, such as: college field trips, college summer camps, summer bridge programs.	D. Micheaux I. Durant	R. Jones Principals L. Valadez S. Fagg	2009-10	Implementation	Title I HS are actively utilizing funds allocated to campuses for college visits; summer camp and bridge programs are communicated by counselors

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5	H	Ensure that all students develop academic behaviors such as: time management; goal setting; organization skills; note taking skills; test taking skills; use of technology.	D. Micheaux I. Durant A. Viramontes	Secondary EDs Principals Counselors S. Fagg L. Valadez R. Moon	2009-10	Implementation	Part of AVID curriculum; Cornell note-taking and organization strategy training has been provided to many campuses by the AVID director; all campuses are encouraged to implement these skills during the course of the curriculum
6	Engage all comprehensive high schools in a redesign process to determine college and workforce ready learning pathways and courses of study. (STEPHANIE)						
6	A	Determine pathways and courses of study needed throughout the district's comprehensive high schools and assist campus planning/redesign teams in identifying pathways and courses of study that meet the needs and interest of students but are in alignment with the overall high school redesign scope.	I. Durant D. Micheaux	L. Valadez C. Welle V. Reyes Secondary EDs Principals	2009-10	Implementation	Course sequences have been defined and recommended for all career-themed pathways/academies; HS leadership teams have selected pathways or academies to begin no later than 2013; campus planning teams have been created
6	B	All high schools will engage in the redesign process by the Fall 2013 with implementation to begin no later than the 2013-2014 school year. •Facilitate the use of the HS redesign RFP as the guiding document and application process for high school redesign through enhanced training and improved communication.	I. Durant D. Micheaux	L. Valadez Secondary EDs Principals	2009-10	Implementation	18 of 22 comprehensive HS are in the process of HSR; RFP for HSR Cohort 5 has been published for the remaining HS; HSR meetings have been facilitated at Sunset, Molina, and North Dallas; a comprehensive HSR implementation and communication plan has been developed by the HSR director and approved by ELT
7	Provide tiered supports and requirements for schools that are under-performing and allow the highest performing schools performance-based autonomy. (VINCE)						
7	A	Enhance training and implementation of differentiated instruction and tiered interventions, including Response to Intervention (RtI) and scaffolds for supporting access to high levels of rigor.	I. Durant D. Micheaux	J. Landry V. Reyes S. Fagg E. Casas Secondary EDs Principals	2010-11	Planning	Wendy is leading a group on RTI
7	B	Assist teachers in the implementation and use of formative classroom assessment and other common assessments with support for assessment training and development.	I. Durant D. Micheaux A. Viramontes	V. Reyes J. Landry Secondary EDs Principals C. Oakeley	2009-10	Planning	Camille is working on formative assessment with feedback in math
7	C	Support teachers in providing feedback for learning through tiered professional development and curricular exemplars, such as rubrics, criteria charts, and models of feedback on student work. Students are provided appropriate opportunities to improve their work.	I. Durant D. Micheaux	J. Landry V. Reyes Secondary EDs Principals	2009-10	Implementation	Need to improve in regard to rubrics and feedback; revisit EIA local with LCs

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7	D	Implement the systems of support to Tier 1 and Tier 2 campuses.	I. Durant D. Micheaux	V. Reyes S. Fagg Secondary EDs Principals	2009-10	Systemic	Committee is engaged in RtI planning
7	E	Implement additional systems of support and requirements for the high needs secondary campuses.	D. Micheaux	Secondary EDs	2009-10	Systemic	Red Zone intervention activities
8	Support successful, seamless transitions between elementary, middle and high school with academic and social transition systems and supports. (SHERRY)						
8	A	Monitor the implementation of the district's Freshmen Year Success Initiative to increase the number of students on track to graduate.	D. Micheaux I. Durant	S. Christian Secondary EDs Principals Counselors S. Fagg W. Hawthorne	2009-10	Implementation	Well underway; students are tracked
8	B	Require all middle schools to offer a common core of high school credit earning courses and encourage additional high school credit electives aligned with high school redesign pathways and academies.	I. Durant D. Micheaux	V. Reyes C. Welle L. Valadez S. Fagg Secondary EDs Principals	2010-11	Planning	1B duplicate; all ms are offering courses to get hs credit
8	C	Expand high school course planning training and college-going orientations to all middle school students and parents prior to the high school course selection process in the spring of 8th grade.	I. Durant A. Viramontes D. Micheaux	S. Fagg E. Hernandez Secondary EDs Principals Counselors	2009-10	Implementation	Transitions between elem - ms and ms - high for course planning; info will be shared at the Secondary Course Master meeting on Jan. 4
8	D	Implement the district's grade promotion policies.	D. Micheaux	S. Christian Secondary EDs Principals Counselors	2009-10	Implementation	GPC binders implemented last year; focused on attendance this year; working to get schools reports that are needed; trying to define absence coding for policy

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9	Ensure opportunities for school choice and alternate pathways to graduation including, but not limited to, comprehensive high schools, magnet schools, early college high schools, and other alternative schools of choice. (VICKIE)						
9	A	Expand access to credit acceleration, including online, self-paced, and flex-schedule offerings, at all high schools within pre-determined parameters for course offerings and availability.	I. Durant	V. Reyes C. Welle S. Fagg L. Valadez	2010-11	Planning	Secured vendors for online courses to launch summer 2011; pending report with TxVSN; limited success with piloted government course
9	B	Focus the Reconnect Center program on credit recovery for students at each comprehensive high school. Tutoring opportunities will be provided for students that have completed all coursework but failed TAKS.	D. Micheaux	V. Mitchell	2009-10	Implementation	Implemented in all comprehensive HS; students recover credits in courses previously failed; extended year program
9	C	Provide the technologies needed to implement the programs of choice to provide real-world experiences for students.	L. Throm I. Durant	G. Salada C. Welle J. Frantzen	2009-10	Planning	Technology is in the planning stage
9	D	Implement a transportation plan for schools of choice.	A. Viramontes	D. Becker R. Sanchez	2010-11	Planning	Spoke with Doug Becker; funding issue; propose going to DART to discuss options
9	D	Maintain the quality programs and learning experiences for students available in current magnet programs while enhancing the equity and effect of magnet schools across the district.	D. Micheaux I. Durant	V. Mitchell K. Crowder Secondary EDs Principals L. Valadez	2009-10	Implementation	32 program offerings; specific criteria to apply for programs; similar assessments for schools with same focus; rigorous curriculum; updated curriculum through CTE
9	E	Improve equity in access to all secondary magnet schools by allocating a portion of student enrollment capacity (which could increase total enrollment) through a prescribed process for "students of promise" to gain admission.	D. Micheaux I. Durant	V. Mitchell K. Crowder Secondary EDs Principals Appropriate Content Director	2009-10	Planning	Task force created to define including parents to define "students of promise"; allocate seats through a prescribe process fro students to gain admission into magnet program
9	F	Expand the <u>experiences, equity, and effect</u> of academically rigorous programs by developing new magnets or a companion "satellite" magnet for selected magnet in comprehensive schools, beginning with Grade 9 and adding one grade level per year.	D. Micheaux I. Durant	V. Mitchell K. Crowder Secondary EDs Principals Appropriate Content Director	2009-10	Implementation	Being implemented at 4 HS beginning August 2010 at grade 9 and adding one grade level per year: Kimball (Math & Science); Pinkston (Law), Roosevelt (Health), Seagoville (Environmental Science);
9	G	Maintain and support the existing early college high schools while providing additional college-based high school access.	I. Durant D. Micheaux	L. Valadez S. Christian	2009-10	Implementation	HS teachers meeting with college professors; dual credit is being offered at most comprehensive HS
9	H	Analyze and clarify the placement criteria and program quality at alternative campuses.	D. Micheaux I. Durant	S. Christian S. Fagg V. Reyes	2009-10	Implementation	B. Manns requires reading at a 6th grade level, age 16, recover 4+ credits; O.F ridia requires a min. of 3.5 credits, ages 17-21

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9	I	Create and open a high school for over-age students and undercredited students.	D. Micheaux I. Durant	L. Williams S. Christian T&L EDs	2010-11	Implementation	Patton HS opened August 2010 for over-age, under credited students; 17 yrs (<3), 18 yrs (<9), 19 yrs (<15), 20+ yrs
9	J	Develop a school of choice with an International/Global theme.	I. Durant D. Micheaux	L. Valadez C. Welle C. Chernosky	2009-10	Planning	Being discussed
9	K	Extend the dual language program through middle school and high school programs of choice.	I. Durant D. Micheaux	E. Casas C. Welle L. Valadez Secondary EDs Principals	2009-10	Planning	Visits to Ysletta and Irving to review their programs; implementation timeline 2012-2013
9	L	Design future schools such as a New Tech High School, a Virtual High School, and others based on identified needs and future trends.	I. Durant D. Micheaux	L. Valadez C. Chernosky	2009-10	Planning	A. Maceo Smith HS, principal has been hired
10	Support campuses rated as Academically Unacceptable or Not Meeting AYP. (CHUCK)						
10	A	Monitor and ensure AEIS and AYP compliance requirements are met for all campuses rated as Academically Unacceptable or Not Meeting AYP.	D. Micheaux	C. Chernosky J. Batty Secondary EDs Principals	2009-10	Implementation	Compliance requirement updates on schools
10	B	Improve the coherence of campus-based internal and external assistance providers.	D. Micheaux	C. Chernosky J. Goines	2009-10	Implementation	Continuing to work with other central depts using internals
10	C	Improve the training and communication for external assistance providers.	D. Micheaux	C. Chernosky J. Goines	2009-10	Implementation	Working with TEA
10	D	Develop, communicate, monitor, and support a set of clear procedures and timelines for AYP and AEIS planning, monitoring, and reporting compliance including: School Improvement Plan guidelines, Contingency Plan parameters and technical support.	D. Micheaux	C. Chernosky J. Batty J. Goines	2009-10	Implementation	State and federal have different plans