

Strategic Planning

Cape Henlopen School District

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Academic & Program Excellence

Goal 1: In order to provide a diverse, enriched, and accelerated course of instruction, which will appropriately challenge our highly able students; the CHSD will offer a gifted and talented program at all elementary and middle schools in the district.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Grades 3-5	<p>1.1.1 Position could be redefining existing Enrichment position, allocating non-gifted program responsibilities elsewhere.</p> <p>1.1.2 Employ one dedicated G/T specialist to develop parameters of the program with a pilot program in the elementary schools.</p>	<ul style="list-style-type: none"> · Certified in G/T · Experience in establishing a new program 	<ul style="list-style-type: none"> · Delaware Statewide Advisory Council on Programs for G/T · National Association of Gifted Children · National Research Center on the G/T 	May-08	On Board by Jan 2008	Curriculum Supervisor	G/T Specialist's first objective will be to develop a pilot program. Once it starts, the role will shift to a consultative position, working in partnership with teachers
Grades 3-5	1.1.3 Supervisor develops pilot for elementary – in – class program	· Pilot in four elementary schools	Same as above	Develop parameters for pilot, definitions of "Gifted", instrument for testing, and training program by May 2008	Develop parameters for pilot, definitions of "Gifted", instrument for testing, and training program by May 2008		· Start with multi-grade pull-out initially with one specialist. Then migrate to in class with two specialists for the elementary schools. Research indicates an in-class program vs pullout is more effective

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	<p>1.1.4 Defines "Gifted" for this program Creates training program for teachers</p> <p>1.1.5 Develops method of assessment for identification – utilizing group assessment instruments</p>	<p>· Definition of "Gifted" should consider state and national metrics</p> <p>· Training to teachers who are impacted by program</p> <p>· Methods to assess are standard</p>		<p>If the above information requires additional time and funds are in question, the "Gifted & Talented Program" may be delayed until 2009</p>			<p>· Start with intellectually gifted for the pilot program</p> <p>· Leverage existing process in place for handling special needs students</p>

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Grades 3-5	1.1.6 Initiate pilot by training teachers	· Effective training through teacher feedback		Starting gifted & Talented Program in Fall or 2008 depends upon available funds. If funds are available, original timeline can be used	Training is Summer 2008	G/T Specialist	One teacher per pull-out	
	1.1.7 Teachers initially recommend students who could be considered gifted	· Students' grades, behaviors, and standard test scores			Parents notified by July 2008			Once more students are enrolled or move to in-class then one teacher per two schools
	1.1.8 Notify parents of testing	· Parent receptivity to program			Students tested in Aug 2008			
	1.1.9 Test students	· Testing follows protocol						
	1.1.10 Create Individual Learning Plan (ILP) for each child	· ILP is jointly developed by teacher and G/T specialist						

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Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Grades 3-5	<p>1.1.11 Measure effectiveness of program every three months, providing additional training to teachers as needed.</p> <p>1.1.12 If after six months program is working, prepare to expand to other elementary schools in the fall.</p>	<ul style="list-style-type: none"> · Ease of transition to in-class G/T · Student's ability to adapt to change • Student's performance 		<p>September 2009 - June 2009 as funds permit</p> <p>Prep for expansion between Jan 2009 & June 2009 as funds permit</p>	<p>Sept. 09 – June 09</p> <p>Prep for expansion Jan 09 – June 09</p>	G/T Specialist	Depending on how "Gifted" is defined the population in elementary school could range from 3% - 10%. It is recommended that additional staff be added if the number of G/T students exceeds 30
Grades 6-8	<p>1.1.13 Hire a G/T teacher for middle schools.</p> <p>1.1.14 Teacher works with G/T Specialist to develop program for middle schools</p>	<ul style="list-style-type: none"> · Certified to teach gifted students in the middle school years. · Experience starting up new programs 		<p>Hire in March 2009 as funds permit</p> <p>Develop training for teachers in middle schools during summer and test students in Sept 2009 as funds permit</p>	<p>Hire in March 09</p> <p>Develop training for teachers in middle schools during summer and test students in Sept 09</p>		Depending on the number of students coming from 5 th grade and those identified, may need to consider a new position mid-year

Academic & Program Excellence

Goal 3: To enhance and maintain Cape’s reputation as the top academic district in the state, the CHSD will implement rigorous academic programs for the purpose of maximizing student performance and attracting students to the district.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Every program and course should be evaluated on a regular basis to generate data to support	<ul style="list-style-type: none"> Develop evaluation format and metrics Confirm objectives for course/program are measurable Evaluate whether course/ program meets objectives 			Commence school year 2007-2008	Commence school year 07-08	Board of Education	
Continuous evaluation	Confirm all courses are meeting standards of rigor	Semi-annual review of curriculum/follow through of implementation					
Definition	Define objective methods to evaluate student’s achievement of skill level			Ongoing	Ongoing	Teachers	
Continuous evaluation	Establish method to track grading for all students	Software system		Ongoing	Ongoing	Teachers	Students who cannot achieve skills should have plan put in place, rather than being passed on to the next grade level
Academic Excellence Programs (i.e. honors,	Provide objective methods for acceptance into programs so students	Testing Grades		Commence 07-08	Commence 07-08	Teachers	Parents requests should not be the qualifier – only students who can succeed in rigorous courses should be admitted

Academic & Program Excellence

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Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
AP, gifted)	who qualify are admitted					School administration	
Adding/expanding programs	<ul style="list-style-type: none"> · Rationale: saves district money to expand programs that work · Same goes for elimination of programs – helps to prioritize funding 			Commence 07-08	Commence 07-08		
AVID Program	Conduct an efficacy study of the program	Report to the Board of Education	Willingness, time, energy and effort	2007-2008	2007-2008	AVID Coordinator	
<ul style="list-style-type: none"> · Eligible 10th Grade AVID students · Eligible 11th Grade AVID students 	<ul style="list-style-type: none"> · Expand AVID program to the 10th grade · Expand AVID Program to the 11th grade 	Implementation	Staff, materials	<ul style="list-style-type: none"> 2007-2008 2008-2009 as funds permit with satisfactory evaluation 	<ul style="list-style-type: none"> 2007-2008 2008-2009 	AVID Coordinator	Administration’s Recommendation for 07-08

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Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
<ul style="list-style-type: none"> · Eligible 12th Grade AVID students 	<ul style="list-style-type: none"> · Expand AVID program to 12th grade 			2009-2010 as funds permit with satisfactory evaluation	2009-2010		
Middle School AVID Program	Conduct a comprehensive data driven needs-study to justify a request for resources to develop a new program	Report to the Board of Education and community	Willingness, Time, energy and effort	2008-2009 as funds permit with satisfactory evaluation	2008-2009	AVID Coordinator	
<ul style="list-style-type: none"> · Novel/ Stars At-risk youth · Drop out prevention · Credit Recovery summer School · State test preparation 	Conduct a comprehensive data driven needs study to justify a request for resources to initiate programs	Report to the Board of Education	Willingness, Time, energy, and effort	2007-2008	2007-2008	Supervisor	

Academic & Program Excellence

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Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Alternative, after school curriculum (Twilight Program)							Evening GED Program?
International Baccalaureate Middle School	Conduct a comprehensive data driven needs study to justify a request for resources to initiate programs	Report to the Board of Education	Willingness, Time, energy, and effort	2007-2008 as funds permit	2007-2008	Enrichment Specialist to coordinate	Introduction of IB program to offer middle school students the opportunity to enroll in a challenging academic program
9-12 add non-western world language courses	Develop a planning model to research good practices to add world languages courses	Offered in the high school course selection guide	Staff, materials	2008--2009 as funds permits	2008-2009	High School Principal and curriculum cadre	Asian Languages
Grade 8	To provide instruction in a language other than English	Report to Board and Community	Staff, materials	2008-2009 as funds permit	2008-2009	Middle School principal and curriculum cadre	Provides a 5 year language sequence for AP and eventually IB

Academic & Program Excellence

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Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
World Languages Grades 2-7	Conduct a comprehensive data driven needs study to justify a request for resources to initiate programs	Report to Board and Community	Willingness, Time, energy, and effort	2008-2009 as funds permit	2008-2009	Assistant Superintendent	
Grades 2, 5, & 7	To provide instruction in a language other than English to 2 nd , 5 th , and 7 th graders	Implementation	Staff, elementary school teacher training, materials Staff, elementary school teacher training, materials	2009-2010 as funds permit	2009-2010	Elementary & middle school principals and curriculum cadre	To provide instruction in Spanish for the 1 st year and study ways to offer another language the following year
Grades 3 & 6	To provide students in grade 3 and modify grade 6 to become part of a sequential language program	Implementation	Staff, elementary school teacher training, materials	2010 - 2011 as funds permit	2010-2011		
Grade 4	To provide instruction in a language other than English in grade 4	Implementation	Staff, elementary school teacher training, materials	2011 2012 as funds permit	2011-2012		Thus, offering an uninterrupted sequence from grades 2-12

Academic & Program Excellence

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Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Grades 11- 12	Add more challenging AP courses	Offered in the high school course selection guide	Staff, training, materials	2007-2008	2007-2008	Principal, curriculum cadre	Computer, Science AB, Calculum BC, Physics C
Strengthen College Prep and Honors courses	Develop an evaluation format for all courses and establish a 3 to 5 year review cycle	Presentation to Board of Education by curriculum leaders and teachers	Time	Format 2007-2008 Initial Reviews 2008-2009	Format 07-08 Initial Reviews 08-09	Curriculum Cadre	Including the copyright date of all textbooks and supporting materials
Behavioral Alternative School within the district	Conduct a comprehensive data driven needs study	Report to the Board of Education		2007-2009	2007-2008	Assistant Supt. and Special Services Personnel	
Additional Vocational Programs	Conduct a comprehensive data driven needs study to justify a request for resources to initiate this program	Report to the Board of Education & Community		2007-2009	2007-2008	Principal, staff	

Academic & Program Excellence

Goal 4: Based on the recommendations from the state level committee on graduation requirements and in order to institute a more rigorous 12th grade year, the CHSD will increase graduation requirements from 22 credits to 24 credits to include 4 credits in each of the four major subjects, 2 credits of a world language, and a capstone senior project that includes a paper, a product, and a presentation.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Eligible 8th grade students	Move to 60% successful completion of Algebra I (or higher math) by the end of 8th grade	End of unit assessments; final grades	Reallocation of existing staff	2010	2010	CHSD Board of Education; Middle School Admin., Counselors, Math teachers	
Failing middle and high school math students	Offer summer school and/or evening Math courses as path to fulfilling course requirements rather than repeat of course the following year	End of unit assessments, final grades, DSTP	Additional fund for staff salary	2008	2008	CHSD Board of Education; Middle School Admin., Counselors, Math teachers	
All high school students	Increase graduation credits at high school from 22 to 24	Successful completion of 24 credits (% of students)	Reallocation and additional staff	2011	2011	CHSD Board of Education; CHHS Admin., Counselors	
All high school students	Increase course offerings in World Languages at CHHS	Successful completion of 2 World Language credits (% of students)	Reallocation of staff	2011	2011	CHSD Board of Education; CHHS Admin., Counselors, World	

Academic & Program Excellence

Goal 4: Based on the recommendations from the state level committee on graduation requirements and in order to institute a more rigorous 12th grade year, the CHSD will increase graduation requirements from 22 credits to 24 credits to include 4 credits in each of the four major subjects, 2 credits of a world language, and a capstone senior project that includes a paper, a product, and a presentation.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
All middle school students	Offer courses in World Languages at middle schools	Successful completion of one World Language credit by end of 8th grade	Reallocation and additional staff	2011	2010	CHSD Board of Education; CHHS Admin, Counselors, World Language teachers	
All eligible high school students	Option of AP foreign language	Successful completion of AP World Language course	Reallocation of staff	2014	2014	CHSD Board of Education; CHHS Admin, Counselors, World Language teachers	
All high school students	Increase course offerings in science and social studies at CHHS	Increase in course credits earned in these areas	Reallocation of resources	2011	2011	CHSD Board of Education; CHHS Admin, Counselors, Science and Social Studies departments	
All high school seniors	Project for graduation		One full-time coordinator and staff advisors by area of interest	Investigate during 07-09 funds permitting		CHSD Board of Education; CHHS Admin, Counselors, CHHS teachers	Project would be phased in and project would be based on area of interest and allow wide variety of acceptable formats.

Academic & Program Excellence

Goal 5: The Cape Henlopen School District will ensure equal access for all students to rigorous curriculum and to exemplary instructional programs.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Struggling readers – elementary level	Align programs and resources across the district	Shared information	Professional development time throughout the school year	2007-2009	2007-2008	Director, principals, special education coordinators	Extra time, after school programs and in school remediation efforts differ in each building
Struggling Readers – elementary level	Purchase a remedial reading program for elementary school students	<ul style="list-style-type: none"> · DSTP · End of Unit assessments · Fewer referrals to special education 	Unable to determine at this time	2007-2009	2008-2009	Reading specialists Teachers Special education coordinators	Reading class taught by reading specialists, replacing a content area or an encore class with reading assistance
Struggling readers – middle school level	Reading remediation classes	<ul style="list-style-type: none"> · DSTP · End of unit assessments · Fewer referrals to special education 	Additional Teacher at each middle school	2008-2009 if funds permit	2007-2008	CHSD Board of Education	Teacher schedule would be similar to that of math specialist at each middle school
	Visitation to other middle schools	Same	Substitute days (approximately 20)	2007-2009	2007-2008		Learn about Scheduling, remediation programs, staffing, curriculum
	Purchase of remedial reading program for both middle schools	<ul style="list-style-type: none"> · DSTP · End of Unit assessments · Fewer referrals to special education 	Unable to determine at this time	2007-2009	2008-2009	Team including special education coordinators, building administrators and ELA teacher who visited other	Consistency throughout district is a goal: apply what was learned through visitations to select a program that has shown effectiveness elsewhere

Academic & Program Excellence

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Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Struggling middle school math students	Math specialists at each middle school	<ul style="list-style-type: none"> • DSTP • End of Unit assessments • Fewer referrals to special education 	None –currently staff members are in place	2007-2008	2007-2008	Principals Math Teachers	<p>Use teacher recommendations in addition to DSTP scores for placement in remedial courses</p> <p>Alter master schedule to serve students for more than one marking period</p>
Struggling middle school math students	Use computer software “Bridges to Algebra” in classes and/or individually	Improved DSTP scores	<p>Carnegie software “Bridges to Algebra”</p> <p>More individual or school licenses so more students can use the program</p>	2007-2009 if funds permit based on satisfactory program evaluation	2007-2008	Math specialists, special education teachers, math teachers, principals, IT personnel	
All middle school students	Honor Society presentation by current student members	All students at both middle schools will be able to identify the criteria and timeline for Honor Society eligibility	None	2007-2008	2007-2008	Principals, honor Society Advisors	Students can involve other students. Current information sharing strategies omit some populations of students

Academic & Program Excellence

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Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
All middle school students	Academic Challenge presentation by current student members, guidance counselors	By the end of 6 th grade, all students in both middle schools will be able to identify the criteria and timeline for AC eligibility	Possible: Financial assistance with SAT for those who indicate a need	2007-2008	2007-2008	Principals, middle school counselors, transition counselor	Current information sharing strategies omit some populations of students
All eligible middle school students	Increase participation in Upward bound	Increased participation in program	<ul style="list-style-type: none"> - Assist eligible 8th grade students with applications and essays. - Have current CHHS students who are participating in the program meet with eligible 8th grade students 	2007-2009	2007-2008	Guidance – both middle schools and transition	<ul style="list-style-type: none"> - Some eligible students do not apply - Would this compete or compliment AVID?
All eligible middle school students	Increase participation in UD math and Science program	Increased participation in program	<ul style="list-style-type: none"> - Assist eligible 8th grade student with applications and essays 	2007-2009	2007-2008	Guidance – both middle schools and transition	See Above

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Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
			· Have current CHHS student who are participating in the program meet with eligible 8 th grade students				
All Teachers	Increased time for vertical articulation and communication	· Knowledge of programs at all buildings. · Decrease of repetition · Sharing of resources	More professional development time throughout the school year dedicated to alignment	2007-2008 2008-2009	2007-2008 2008-2009	Board of Education	Break down two in-service days into four half days (07-08) Increase 4 half days to six half days (08-09)
Elementary and middle school students	Require all students to pass math to move from grade to grade	DSTP End of Unit Assessments Report card grades	Student support (see below)	2009-2010 gather data, implement strategies , and determine feasibility of strategy	2009-2010	Director Principals	Year one – gather data, try strategies Year two – gather data; fine tune strategies Year three - Implementation

Academic & Program Excellence

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Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Middle school student (academically unsuccessful)	Student Support Services	Report and grades	Behavior specialist provided a specific caseload. Teacher mentors solicited, middle school guidance counselors provided a specific caseload	2007-2009 Position Eliminated. Determine if strategy can be implemented differently	2007-2008	Principals, Supervisor of Behavior Specialist, Guidance Counselors, Team leaders, Behavior Intervention Specialist	Specify weekly meeting with students would be required. Ongoing contract with parents and teachers
Elementary and middle school students who are frequently absent	Enforce current policy or change it	Attendance records will be monitored	Attendance summer school?	2007-2009	2007-2009	Administration Guidance Counselors	Year one: Determine # of elem. and middle school students who would fail if current policy were followed consistently Year two: Change or enforce current policy
Middle school students who are unable to pass	Provide alternatives to retention or social promotion	· End of Unit assessments · DSTP · Report Card Grades		2007-2009	2008-2009		· Year one: determine strategies and support services · Year two: Pilot alternatives

Academic & Program Excellence

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Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
required courses		Decreased disciplinary referrals					

Diversity

Goal 1: The CHSD will develop and maintain forms of communication that recognize and reach out to diverse population that is represented in our schools and surrounding community.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
District Staff, Students, and Community	A team will review and revise all forms that are read and/or completed by parents/guardians to insure accessibility by our diverse population			2007-2009	Ongoing	District Office Building Level	Permission Slips: emergency information; health; kindergarten registration; registration (website) (software)
	Significant information posted on school signage will be presented in a form consistent with guidelines set forth by the Americans with Disabilities Act (ADA)			Ongoing	Ongoing	Tyrone Woodyard	Braille-Exit/Restrooms/Office/Nurse
	Create a video showcasing our diverse communities;			2007-2009	2006-2008	Human Resources, Cadre, High School Students	
	Review School Board policies #104, 222, 223			2007-2009	2006-2008	Cabinet, Board	
	Develop a School Board Policy on Bullying			2007-2009	2006-2008	Safety Committee, Cabinet, Board	

Diversity

Goal 1: The CHSD will develop and maintain forms of communication that recognize and reach out to diverse population that is represented in our schools and surrounding community.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
	Publish a quarterly district newsletter highlighting cultural events sent to all district residents					High School Students, Cadre, District office, Human Resource, Input from each school	

Diversity

Goal 2: The CHSD will create, provide, and implement ongoing staff development to promote awareness, sensitivity, understanding, and acceptance of our ever changing community.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
District Staff	Assure that all district employees are educated regarding legal and practical aspects of diversity, primary portions of the diversity training modules will be provided to new hires each year			Annually	Annually	Dr. Kelley, C&I, District Trainers, SS Specialist	
District Staff	Provide systematic updated information to all district employees as diversity related laws or guidelines are added or changed			Annually	Annually		Board Memorandum Addendum to staff handbooks, electronically - list serve, pod cast - district web, staff meetings, Supervisor of Student Support Programs
District Staff	Provide in-service opportunities for CHSD staff to learn about languages and cultural experiences represented within our schools/classrooms			Annually	Annually		CHIP offerings? ELL Staff, contracted services

Diversity

Goal 2: The CHSD will create, provide, and implement ongoing staff development to promote awareness, sensitivity, understanding, and acceptance of our ever changing community.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Teachers, Paraprofessionals, Administrators	CHSD staff will receive training on culturally influenced learning styles, as well as strategies to effectively address and honor them in the planning and implementing of daily instruction			Annually	Annually	ELL Staff, Social Studies Cadre	In-service or staff meetings
	CHSD will establish a network of community members who are willing to share information about various cultural practices, issues, expressions and/or who will volunteer to translate language			Annually	Annually	ESL, Social Studies Cadre, District Office (Superintendent) appeal	Create database

Diversity

Goal 3: Develop curricular opportunities for students to experience the richness of our diverse community.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Students	The district will purchase instructional materials that present multicultural characters, settings, and situations in a positive and meaningful way			Ongoing	Ongoing	Curriculum & Instructional Supervisors, Library Media Specialists, Classroom teachers, Curriculum committees, School Improvement Team	
	Students will engage in research-based activities related to their own cultural heritage as well as the backgrounds and experiences of others			Ongoing		Curriculum & Instructional Supervisors, LA integration, classroom teachers, SS, other core areas, special area teachers, Library, Art, Music, PE, SS Cadre, District SS Curriculum Council	

Diversity

Goal 3: Develop curricular opportunities for students to experience the richness of our diverse community.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
	Various media diversity/multi-cultural awareness activities such as field trips, assemblies, storytelling, drama, dance, music, exhibits, etc., will occur in each school throughout the school year			Ongoing		PTO, classroom teachers, building committees, SS Cadre, District SS Committee Council, School Improvement Teams	

Diversity

Goal 4: Provide abundant opportunities for the community to observe, experience, and develop a sensitivity and appreciation for the diversity that comprises the CHSD.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Community	Make effective use of the district's PR resources to highlight culturally rich activities/events in the media			Ongoing	Ongoing	Website/ Master	
	Display culturally rich art work throughout all school settings, as well as in various public settings in the larger community (DO, local businesses)			Ongoing		Visual Arts Teachers, VA Committee, Enrichment Cadre Specialist	
	Student presentations will be reflective of many cultures			Ongoing		Classroom, SS Teachers	

Diversity

Goal 5: The CHSD will develop a recruitment program to attract a more culturally diverse professional staff reflective of the students served by the district.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Staff	Partner with Employment & Retention of Highly qualified Staff Strategic Planning Team to review and refine recruitment strategies				2007-2009	Human Resources, Chairpersons of Diversity and Retention Team	

Climate & Safety

Goal 1: Efforts will be implemented to secure the safety and welfare of the student and staff population in each building and each building will produce an Emergency/Safety Plan that addresses State and local guidelines.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
All School Buildings	All exterior doors to schools will be locked except the main entrance			Immediately	Immediately	Building & Grounds	As Major/Minor Capital Funds Available
	The main entrance hall will be secured with gates or similar barriers guiding all parents or public members to the main office.			Retrofit as feasible & all new construction	Retrofit as feasible & all new construction	Building & Grounds	As Major/Minor Capital Funds Available
	Building entrances will visually capture the likeness of each person entering the building via camera or like device.			Retrofit as feasible & all new construction	Retrofit as feasible & all new construction	Building & Grounds	As Major/Minor Capital Funds Available
	Other designated exterior doors will utilize an electronic opening device for employee access.			Retrofit as feasible & all new construction	Retrofit as feasible & all new construction	Building & Grounds	As Major/Minor Capital Funds Available
	Electronic access devices will be used on all interior doors.			Retrofit as feasible & all new construction	Retrofit as feasible & all new construction	Building & Grounds	As Major/Minor Capital Funds Available

Climate & Safety

Goal 1: Efforts will be implemented to secure the safety and welfare of the student and staff population in each building and each building will produce an Emergency/Safety Plan that addresses State and local guidelines.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
	Surveillance systems will be installed to monitor the safety and well being of the school population			Retrofit as feasible & all new construction	Retrofit as feasible & all new construction	Building & Grounds	As Major/Minor Capital Funds Available
	Electronic Student Picture ID Cards will be utilized for classroom attendance, lunch purchases, athletic venues and while on campus			Retrofit as feasible & all new construction	Retrofit as feasible & all new construction	Building & Grounds	As Major/Minor Capital Funds Available
	All buildings will be fitted with silent alarms and/or motion detectors with alarms			Repair – immediately Upgrade-as budget allows Replace-with all new construction	Repair – immediately Upgrade-as budget allows Replace-with all new construction	Building & Grounds	As Major/Minor Capital Funds Available
	All existing fencing will be maintained, repaired, upgraded or replaced			Repair – immediately Upgrade-as budget allows	Repair – immediately Upgrade – as budget allows	Building & Grounds	As Major/Minor Capital Funds Available

Climate & Safety

Goal 1: Efforts will be implemented to secure the safety and welfare of the student and staff population in each building and each building will produce an Emergency/Safety Plan that addresses State and local guidelines.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
				Replace-with all new construction	Replace – with all new construction		

Climate & Safety

Goal 2: Implement a school survey to measure the emotional climate and, if necessary, use Zoomerang or other resources to tally results.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
All Students All Staff All Parents/ Guardians	Survey results will be used to create strategies to increase a positive school climate where all staff feel included as important members of the school community, and are supported professionally, and have opportunities to reach their fullest potential as educators. <i>(Survey questions could include topics such as communication, professional development, scheduling, discipline, culture of respect, etc.)</i>	A Task Force may need to be utilized to review & analyze data		Baseline data Oct. 06 Post June 07 Annually thereafter . Current survey will be revised to incorporate ideas and concerns of other action teams	Baseline data Oct. 06 Post June 07 Annually thereafter	District Office	Surveys should be generated by the District Office unless an individual or individual building wishes to survey a microcosm. All surveys should include school climate and safety type questions as a monitoring factor. Surveys should be few in number as not to discourage participation

Climate & Safety

Goal 2: Implement a school survey to measure the emotional climate and, if necessary, use Zoomerang or other resources to tally results.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
	<p>Survey results will be used to create strategies to increase a positive school climate where all students feel included as important members of the school community and are physically/emotionally safe.</p> <p><i>(Survey questions could include topics such as attendance, student retention, graduation, social skills training, positive reinforcement system, etc.)</i></p>	Analyze School Climate Through Student Behavior/Referrals, Attendance Statistics and the like		Survey created during the 2007-2008 school year. Baseline data in 2008-2009	Baseline data Oct. 06 Post June 07 Annually thereafter	District Office	Surveys should be generated by the District Office unless an individual or individual building wishes to survey a microcosm. All surveys should include school climate and safety type questions as a monitoring factor. Surveys should be few in number as not to discourage participation

Climate & Safety

Goal 2: Implement a school survey to measure the emotional climate and, if necessary, use Zoomerang or other resources to tally results.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
	<p>Survey results will be used to create strategies to increase a positive school climate where all parents/guardians feel included as important members of the school community and are active participants in their child's education.</p> <p><i>(Survey questions could include topics such as communication, community outreach, parental education, volunteering, friendly atmosphere, etc.)</i></p>	A Task Force May Need To Be Utilized To Review & Analyze Data		<p>2007-2008 Current survey will be revised to incorporate ideas and concerns of other action teams</p>	<p>Baseline data Oct. 06 Post June 07 Annually thereafter</p>	District Office	<p>Surveys should be generated by the District Office unless an individual or individual building wishes to survey a microcosm. All surveys should include school climate and safety type questions as a monitoring factor. Surveys should be few in number as not to discourage participation.</p>

Climate & Safety

Goal 3: District Buildings will undergo an interior and exterior evaluation with emphasis on the plant's physical climate while developing a long-term energy management plan.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
All	Existing interior lighting will be assured against candle light standards			Dec-06	12/31/2006	Building & Grounds	As Major/Minor Capital Funds Available
	Evaluation of recommended energy standards vs. student comfort levels			Dec-06	12/31/2006	Building & Grounds	As Major/Minor Capital Funds Available
	Existing exterior lighting will be measured against candle light standards			As Major/Minor Capital Funds Available			As Major/Minor Capital Funds Available
	Evaluation of recommended energy standards vs. student/community comfort levels			As Major/Minor Capital Funds Available			As Major/Minor Capital Funds Available
	Traffic patterns will separate bus and car traffic			As Major/Minor Capital Funds Available	Immediately and all new construction	Building & Grounds School Administration	As Major/Minor Capital Funds Available

Climate & Safety

Goal 3: District Buildings will undergo an interior and exterior evaluation with emphasis on the plant's physical climate while developing a long-term energy management plan.

	Lighting will be sufficient to make students & community members feel safe			As Major/Minor Capital Funds Available	Immediately	Building & Grounds	As Major/Minor Capital Funds Available
	Signage will clearly identify each building and public entrances			As Major/Minor Capital Funds Available	As Minor cap allows	Building & Grounds	As Major/Minor Capital Funds Available
	Pavement will be enhanced so all drives and parking areas are safe		As minor cap allows	As Major/Minor Capital Funds Available		Building & Grounds	As Major/Minor Capital Funds Available
	Landscaping will be overhauled for beautification & better visibility		As minor cap allows	As Major/Minor Capital Funds Available		Building & Grounds	As Major/Minor Capital Funds Available
	Handicap spaces will be available at all schools		Immediately	2007-2008		Building & Grounds	Spaces need to be strategically placed bases on the different venues the facility offers

Recruitment & Retention of Highly Qualified Staff

Goal 1: The CHSD will recruit and retain 100% highly qualified staff.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Professional Staff Members	Address Future Educators of America (FEA).		Nominal – FEA Advisor stipend	Ongoing	Ongoing	Supervisor of personnel and FEA Advisor	
	Attend recruiting fairs focusing on the four instate higher education institutions as well as those schools that serve a predominantly minority student population.		Recruiting fair entry fees and other expenses associated with travel/lodging	Ongoing	Ongoing	Supervisor of Personnel and selected staff members	
	Continue to update human relations link on CHSD website		None	Ongoing	Ongoing	Supervisor of Personnel and district Webmaster	
	To investigate pay and benefit incentives for professional staff members		None – Exploratory	2007-2008	2007-2008	Supervisor of Personnel and selected administrative team members	

Recruitment & Retention of Highly Qualified Staff

Goal 1: The CHSD will recruit and retain 100% highly qualified staff.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
	To mitigate the lag (deferred) payment for new staff members.		Yes – Degree of impact contingent on the number of new hires and their experience levels/pay rates	Investigate feasibility during 2008-2009 as funds permit	2008-2009	Supervisor of Personnel, Director of Business Operations	

Recruitment & Retention of Highly Qualified Staff

Goal 2: To establish staff retention rates which exceed the state and national averages

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Professional Staff Members	To continue to improve the current mentoring model with the ultimate goal of a dedicated fulltime site coordinator		Yes – DOE partnership may reduce district costs	Ongoing as funds permit	Ongoing	Supervisor of Personnel	
	Support professional staff through improved working conditions to include: assignments, adequate resources, school climate, scheduling, and meaningful professional development		Nominal based on the cost of professional development	Ongoing as funds permit	Ongoing	District office and building administrators	

Recruitment & Retention of Highly Qualified Staff

Goal 3: To design professional development programs that meets or exceeds the state standards set by the State of Delaware.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
Professional Staff Members	Creatively structure the district calendar to allow for meaningful professional development		None	2008-2009	2008-2009	CHSD Board of Education and building administrators	
	Revisit the course reimbursement policy		Contractual – dependent upon contract negotiations	2009-2010	2009-2010	District contract negotiations team, Board of Education	
	Foster a professional learning community through better use of staff expertise		None – possible CHIP option as reimbursement	Ongoing	Ongoing	Building level administration and school leadership teams	
	Develop additional partnerships with higher education institutions. Particularly those with exceptional programs in teacher education preparation		None – possible stipend option from higher education sponsors for cooperating teachers.	Ongoing	Ongoing	Supervisor of Personnel	

Recruitment & Retention of Highly Qualified Staff

Goal 3: To design professional development programs that meets or exceeds the state standards set by the State of Delaware.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
	Increase financial support for professional accreditation testing		Based on current rates, a maximum of \$100 depending on certifications under consideration	2009-2010	2009-2010	District contract negotiations team, Board of Education	

Achievement Gap

Goal 1: Allocation and Alignment of Fiscal Resources

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Create a district and community culture that reinforces the commitment and belief that all district staff and the community members are responsible to, and accountable for, the education of all students at every school in the district	Community meetings and surveys		2007-2009	2007	School Board District and School Administrators Teachers	
K-12	Complete an evaluation of current policies and programs intended to address needs of underachieving students and determine whether current resources are producing the desired benefits.			2007-2008	2007	School and District Administration	

Achievement Gap

Goal 1: Allocation and Alignment of Fiscal Resources

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Base resource allocation decisions on a well thought out strategic plan for closing the achievement gap.. Review and evaluate the use of new funding sources, such as Title I funding in terms of the alignment of these resources with the greatest needs.			2007-2008	2007	School Board and District Administration	

Achievement Gap

Goal 2: Quality Teachers and Assignment of Qualified Staff to Low-Achieving Students

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Negotiate with the local teachers' association on assignment and transfer of teaching staff to maximize effective teaching where there is most need.	Make sure that schools have an equitable distribution of highly skilled teachers.		2007-2008	2007	District Negotiating team	
K-12	Implement policies directing the superintendent to develop plans that move teachers to positions so they are teaching in their areas of endorsement or areas of expertise. Assist teachers in acquiring endorsements and training for assignments where they are needed.	End of year evaluation		2007-2008	2007	School Board	

Achievement Gap

Goal 2: Quality Teachers and Assignment of Qualified Staff to Low-Achieving Students

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Develop recruitment programs that include specific and concerted efforts to attract and place highly qualified minority teachers.	End of year evaluation		2007-2008	2007	Human Resources Department	
K-12	Investigate the district's current use of instructional aides to provide additional learning opportunities and/or remediation to struggling students.			2007-2008	2007	District Administrators	
K-12	Review professional development programs to ensure that they address cultural competence. Require multi-cultural education training for teachers and administrators	End of year evaluation		2007-2008	2007-2008	Curriculum Team	

Achievement Gap

Goal 2: Quality Teachers and Assignment of Qualified Staff to Low-Achieving Students

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	<p>Create opportunities for teacher release time to be used for specific training in literacy and mathematics and in the development of teaching skills in how to make learning effective, individual and long lasting.</p> <p>Develop policies and budget priorities for staff development that are aligned with the district's student achievement goals and objectives.</p>			2007-2008	2007-2008	School Administrators	

Achievement Gap

Goal 3: Teaching and Learning

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Review current curriculum development and adoption policies and revise as needed to ensure that curriculum decisions are made to support standards and current trends in educational reform.	Equity checklists or rubrics		2007-2008	2007	Curriculum Team	
K-12	Implement policies that provide for a rigorous curriculum for all students.	Number of students enroll in Honors and Advanced Placement courses.		2007-2008	2007	District and Building Administration	
K-12	Review the district's program structure and staffing for English language learners to determine its alignment with best practices and implement needed program changes with a focus on reducing ESL pull-out as the model for instruction.			2007-2008	2007-2008	Curriculum Team	

Achievement Gap

Goal 4: Cultural Competence

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Develop and adopt policies that express the board's philosophy about equity and cultural competence.	Affirm the board's philosophy about equity and excellence through a statement of core beliefs that is posted in all schools.		2007-2008	2007	School Board	
K-12	Join leaders in the community, including the faith-based community, to call for a dialogue on race and the culture of poverty.	Form community study circles and book clubs to educate staff and others on different cultures and race issues.		2007-2008	2007	School Board Administrators Teachers	
K-12	Provide for and support ongoing professional development to ensure that staff are culturally competent and hold high expectations for all students. As a board, meet with students on a regular basis to hear their voices and engage them in helping to create a learning environment free of racism.			2007-2008	2007	Curriculum Team	

Achievement Gap

Goal 5: Time and Opportunity to Learn

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Develop and adopt policies that direct the resource of time to closing the achievement gap, including a clear focus on using extended time effectively based on assessment of students' needs.	Ensure that policies and practices establish clear links between the extended time programs and the regular academic program.		2007-2009	2007-2009	School Board District Administration	
K-12	Implement policies that develop and use collaboration among schools, parents, and communities to widen the pool of resources, expertise, and activities available to extended day programs, such as recruiting parents and community members as individual tutors and mentors.	Surveys		2007-2009	2007	District Administrators School Administrators	

Achievement Gap

Goal 5: Time and Opportunity to Learn

K-12	In implementing new policies or practices to increase learning opportunities and time directed at closing the achievement gap, be sure to include a thoughtful evaluation plan to measure program effectiveness. Include assessments that measure rate of annual growth in reading and mathematics.			2007-2009	2007-2009	District Administrators	
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Achievement Gap

Goal 6: Learning Environment

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Track discipline reports and analyze discipline data to determine if patterns exist that reveal differences in discipline along racial, cultural and socio-economic lines. Revise policies and/or procedures and provide staff training to make needed changes based on findings.			2007-2008	2007	District and Building Administrators	

Achievement Gap

Goal 6: Learning Environment

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	In district and school improvement plans, include specific goals and indicators of achievement associated with effective schools, such as (a) a caring and supportive school culture; (b) valuing and incorporating high expectations for all students; and (c) assessing improvements in student attendance, staff attendance and student involvement in school athletics and activities.	Surveys		2007-2008	2007	School Administrators	

Achievement Gap

Goal 6: Learning Environment

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Implement policies that require schools to conduct periodic assessments of school climate through analysis of student attendance, discipline actions, and staff turnover and through surveys of students, staff and parents.	Surveys		Develop during 2007-2008. Baseline in 2008-2009	2007	School Board	

Achievement Gap

Goal 7: Readiness Gap and Early Intervention

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Implement policies that require early assessment of reading and mathematics, with intervention programs aligned to reading and math targets for all students who have not met the necessary level of reading and math readiness.	School Data Analysis		2007-2008	2007	District Administrators Curriculum Team	
K-12	Develop policies that create clearly articulated practices between elementary schools and preschools, child care agencies and family organizations that support readiness to learn.	End of year report		2007-2009	2008	Alternative Program Supervisor	

Achievement Gap

Goal 7: Readiness Gap and Early Intervention

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
	Provide the community leadership to develop awareness of the issues and needs of young children and families, including the need to close the readiness gap.						
K-12	Support family literacy programs and incorporate family literacy into school-based programs for students in K-3 from disadvantaged homes and those who are English language learners.			2009-2010	2009	Curriculum Team	

Achievement Gap

Goal 8: Parent Involvement and Community Collaboration

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Develop and adopt a board philosophy about family outreach and involvement, including respecting family cultural values and norms and using family strengths as the focus of parent involvement practices.			2007-2008	2007-2008	School Board	
K-12	Measure the effectiveness of the district's current outreach strategies and parent involvement programs.	Develop methods to continuously evaluate and hold the district accountable for effective parent involvement and community engagement		2007-2009	2007-2008	District Administrators	

Achievement Gap

Goal 8: Parent Involvement and Community Collaboration

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Advocate and provide resources for home visits, especially to the homes of children entering kindergarten. Getting into their homes is a proven way to help families have a better understanding of the school's expectations and for staff to better understand families and cultures.			2007-2009	2007-2008	Alternative Programs Supervisor Social Workers	
K-12	Provide meaningful opportunities for parent and community participation in site teams, advisory committees and other decision-making groups.	End of year report		2007-2012	2007	District and school Administrators	

Achievement Gap

Goal 8: Parent Involvement and Community Collaboration

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Provide opportunities to enhance family-teacher relationships and to help parents build a sense of community and partnership with other parents.			2007-2012	2007-2008	School Administrators	

Achievement Gap

Goal 9: Assessment and Accountability

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Develop and adopt policies that require schools to measure the growth of students from their individual starting places but set goals that assure that each child reaches standard.			2007-2008	2007	School Board	
K-12	Establish measurable goals for closing the achievement gap for each school and for the district as a whole and report progress to the public on a regular basis.			2007-2008	2007	District and School Administrators	

Achievement Gap

Goal 9: Assessment and Accountability

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12	Establish a comprehensive data management system to provide continuous feedback for improvement and assist the district in its work to close the achievement gap. This will require data systems that can disaggregate data by race, gender, socio-economics and primary language as well as assessments that measure annual rate of progress.		?	2007-2009	2007	District and School Administrators	

School Choice

Goal 1: To create a unified district-wide marketing and communication strategy that:

- Identifies target audience for retention
- Identifies target audience for recruitment
- Effectively communicates the various programs and initiatives to all school district stakeholders

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-12 Students and Families	Create job description and Admin responsibility for School Choice initiatives	Formalize responsibility and create a standing choice committee. This committee will help develop a marketing strategy.		2007-2008	Fall 2007		
	Create interview format questions	Seek out the best practices by other districts		2007-2008	Fall 2007		
	Create a databank for reported information	Past and present info is easily accessed					
	Interview/survey all students/families choicing out and in to our district			2008-2009	07-08		
	Report data/feedback to Board of Education	Board of Education and Admin will have an accurate picture of reasons for student choice in or out		Every June	Every June		
CHSD Residents	Create a brochure celebrating the accomplishments and future plans of the CHSD. (direct mailing)			Develop during 07-08 school year. Mail to all district residents in fall of 08	Every Fall – Prior to School Choice application due date		

School Choice

Goal 2: To create unique educational programming to retain students and attract new students

- Programming to be inclusive and enriched
- To involve Cape in a global learning community
- To offer educational programming that is recognized world-wide for it's pedagogical excellence

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
K-5 Students	Implement IB Primary Years Programme	<ul style="list-style-type: none"> Phase I – Feasibility Study Trial Implementation Trial Implementation Site visit and authorization 4/11 		<ul style="list-style-type: none"> 2008-2009 as funds permit 2009-2010 as funds permit 2010-2011 as funds permit 2011-2012 as funds permit 	<ul style="list-style-type: none"> 07-08 08-09 09-10 10-11 		
6-8 Students	Implement IB Middle Years Programme	<ul style="list-style-type: none"> Phase I – Feasibility Study Phase II – Candidate Part A Application Phase II Phase III – Part B Application Authorization 4/11 		<ul style="list-style-type: none"> 2008-2009 as funds permit 2009-2010 as funds permit 2010-2011 as funds permit 2011-2012 as funds permit 	<ul style="list-style-type: none"> 07-08 08-09 Start at Grade 6 09-10 Grade 6 + 7 10-11 Grades 6, 7, 8 		
				2011-2012 Grades 6-9 as funds permit	2011-2012 Grades 6-9		
				2012-2013 Grades 6-10 as funds permit	2012-2013 Grades 6-10		

School Choice

Goal 2: To create unique educational programming to retain students and attract new students

- Programming to be inclusive and enriched
- To involve Cape in a global learning community
- To offer educational programming that is recognized world-wide for it's pedagogical excellence

K-5 Students	Implement Gifted/Talented & World Language Program	Reduction in the number of students choicing out of CHSD at the elementary years					
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Communication & Trust

Goal 1: Members of the Cape Henlopen School District will enhance trust among all of their educational community.

Target Group	Strategies	Measures/Criteria	Resources	Revised Timeline	Timeline	Person Responsible	Comments
CHSD Community: · Staff · Students · Families · Community Members · Business Partners · Volunteers · Media	Establish a building communication team at each school			2008-2009	2007 – Fall	Building Administrator	
	Customer service training will be delivered CHSD employees. This will include support materials and an evaluation of effectiveness			2008-2009 as funds permit	2007-2009	District Administrators	
	· A comprehensive community outreach program will be developed.			2007-2009	2007-2009	District and Building Administrators	

Communication & Trust

Goal 1: Members of the Cape Henlopen School District will enhance trust among all of their educational community.

	<ul style="list-style-type: none"> . An automated telecommunications system will be acquired and used . Existing CHSD outreach activities will be reviewed and coordinated . A media relations protocol will be established with appropriate trained liaisons. 			<p>2007-2008</p> <p>2007-2008</p> <p>2007-2009</p> <p>2007-2009</p>	<p>2007-2008</p> <p>2007-2009</p> <p>2007-2009</p>	<p>Committee & CHSD Administrators</p> <p>School Board, CHSD Administrators & BCT</p>	
	<p>A customer satisfaction feedback survey will be created and distributed to target group members. The results of this survey will be used to assess the effectiveness of CHSD communication</p>			<p>2007-2009</p>	<p>2006-2008</p>	<p>Committee members</p>	
	<ul style="list-style-type: none"> . Survey software acquired . Survey developed . Survey reviewed and approved 			<p>2006</p> <p>2007-2008</p> <p>2007-2008</p>	<p>2006</p> <p>2007-Spring</p> <p>2007-Fall</p>	<p>DO</p> <p>Committee Members</p> <p>BCT and School Board</p>	

Communication & Trust

Goal 1: Members of the Cape Henlopen School District will enhance trust among all of their educational community.

	<ul style="list-style-type: none"> . Survey distributed . Survey analyzed . Changes indicated by survey analysis will be implemented. 			<p>2007-2008</p> <p>2007-2008</p> <p>Ongoing</p>	<p>2007-Fall</p> <p>2007-2008</p> <p>Ongoing</p>	<p>Committee & DO staff</p> <p>Committee & DO staff</p> <p>School Board, DO & Building Administration</p>	
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