

Student Performance

Campus Goal: Our goal is to return to Exemplary and to increase commended levels in all content areas.

Campus Objective: Cedar Brook student performance will achieve exemplary levels in all grades and subjects.

5 Year Plan Goal SBISD will be an exemplary school district with an enriched and relevant PK-12 curriculum that promotes creativity, critical thinking, and achievement.

| <u>Strategy/Activities</u> | <u>Title I Comp.</u> | <u>Campus- Staff Responsible</u> | <u>Resources</u> | <u>Leading Indicator/Formative Evaluation Timeline</u> | <u>Trailing Indicator/Summative Evaluation</u> |
|---|--|---------------------------------------|---|---|--|
| 1 A hard copy of <u>Strategies that Work</u> by Stephanie Harvey will be provided to each new teacher to Cedar Brook Elementary. New and existing teachers will receive face to face training from Steph Harvey in January 2011. Assigned mentors and the SIS for Language Arts will work with the new teachers in follow up discussions and expected practices as they read and implement the reading and thinking strategies in their instructional delivery. Action Based Learning Labs will be made available to all students once per week during the Health/Fitness block. All faculty members will be trained Fall 2010 on how to implement ABL in the classroom. A copy of the ABL Lab Manual and Thinking on your Feet lesson plan/activity book will be made available to staff. Additional materials for ABL labs will be provided for staff members to utilize during class and during outside school activities. | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, SISs, all grade level teachers | \$2894 Title I (Prof Serv): ABL \$1238.52 Title I (Supplies): ABL \$1000.00 Title I (Other Rd): Strategies that Work \$2500.00 ARRA (Supplies) ABL | Formal and informal classroom observations/Fall training 2010 and throughout the year until 6/2011. Face to face training on Jan. 25th, 2011. | Formal and informal observations/EOY year DRA and TAKS results |

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| 2 | <p>Teachers not new to Cedar Brook will practice embedding these effective reading & thinking strategies in their everyday teaching. Campus staff development sessions will be provided on Wednesdays and identified master teachers will participate in presenting at these sessions to support capacity-building among staff. Additional Comprehension Toolkits for classroom teachers will be purchased to support this process.</p> | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | <p>Admin, SISs, and all grade level teachers and interventionists</p> | <p>\$2000 Title I (Other Rd) Campus-based staff development</p> | <p>Formal and informal classroom observations.</p> | <p>EOY DRA levels and TAKS results. FOrmal and informal observations</p> |
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| 9 | <p>Continue the implementation of the CBE dual language program. Campus coordinator will hold bi-semester meetings with the DL staff to ensure alignment of pedagogy and protocol.</p> <p>Curriculum delivery and implementation to include increased enhancement of English Language Development.</p> | <input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP | <p>Admin, DL coordinator, and DL teachers</p> | <p>campus-based staff development</p> | <p>formal and informal classroom observations, **training dates TBD**</p> | <p>EOY DRA and TELPAS results</p> |
|---|--|--|---|---------------------------------------|--|-----------------------------------|

Student Performance

Cedar Brook Elementary
School

Principal

Yes No

Campus Goal: Our goal is to prepare Cedar Brook students to be independent, successful citizens of the 21st Century

Campus Objective: Students will be provided an opportunity to identify and experience positive adult role models through a Career Day and partnership with Junior Achievement and Capital One.

5 Year Plan Goal SBISD will be the premier college-focused district in the State of Texas and will prepare all students for success after high school graduation.

| <u>Strategy/Activities</u> | <u>Title I Comp.</u> | <u>Campus- Staff Responsible</u> | <u>Resources</u> | <u>Leading Indicator/Formative Evaluation Timeline</u> | <u>Trailing Indicator/Summative Evaluation</u> |
|---|---|--|-----------------------------|--|--|
| 1 1st- 5th grade classroom teachers will partner with Junior Achievement and Capital One to provide students an opportunity to experience a day of real-world experiences presented by various business/career personnel during the spring semester. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP | Admin, Counselor, and grade level teachers | business partners | Student questionnaires/interest inventories | Student surveys--Spring semester |
| 2 Career Day to showcase adult positive role models | <input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, Counselor, and grade level teachers | Parent/community volunteers | Student questionnaires/interest inventories | Student surveys |

Student Performance

Cedar Brook Elementary
School

Principal

Campus Goal: Cedar Brook will foster an asset-rich environment.

Campus Objective: Continue implementation of TRIBES and a character education program to include Developmental Assets.

5 Year Plan Goal SBISD will ensure that all students have a strong foundation in ethics and character development.

| <u>Strategy/Activities</u> | <u>Title I Comp.</u> | <u>Campus- Staff Responsible</u> | <u>Resources</u> | <u>Leading Indicator/Formative Evaluation Timeline</u> | <u>Trailing Indicator/Summative Evaluation</u> |
|---|--|--|--------------------------------|---|--|
| 1 Increase comprehension and application of the Love and Logic approach to classroom behavior management for all staff members. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | L & L Cadre, admin, counselors, teachers | Campus staff development | Once per month at faculty meetings to introduce L&L modules and strategies. | Staff inventories, discipline referral data |
| 2 Train all new staff in the 40 Developmental Asset Framework and identify strategies to make environment more conducive to asset building. | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, counselors, all teachers | campus-based staff development | Faculty meeting agendas, campus climate surveys, discipline referral data | Staff inventories, discipline referral data |

Student Performance

Cedar Brook Elementary
School

Principal

Campus Goal: Cedar Brook students will be offered a wide range of activities outside the classroom that will assist a well-rounded school experience.

Campus Objective: Continue to provide an array of enrichment and remediation opportunities that align with student interest and social, emotional learning needs.

5 Year Plan Goal SBISD will offer all students a wide range of school-sponsored activities outside the classroom.

| <u>Strategy/Activities</u> | <u>Title I Comp.</u> | <u>Campus- Staff Responsible</u> | <u>Resources</u> | <u>Leading Indicator/Formative Evaluation Timeline</u> | <u>Trailing Indicator/ Summative Evaluation</u> |
|---|---|---|--|---|---|
| 1 Implement after school program and Saturday Camps to accelerate/remediate student achievement and to provide students opportunities to participate in enrichment activities. Students will be provided hands-on activities in a lab setting for all content area classes/subjects. Computer based instruction and enrichment will also be offered through the EduSmart program. Classes will be offered to students based on need, and SISs/teachers will map out curriculum and activities to meet the diverse needs of learners. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP | Admin, SISs, Counselors, all grade level teachers in 2nd- 5th | \$14,000 Title I (Payroll) \$35,000 ARRA (Payroll) \$2200 ARRA (Transp) \$2200 Title I (Transp) \$9000 ARRA (Software) | TAKS and benchmark data for 3rd-5th grades. DRA and DA data for primary students. Saturdays: 10/16, 11/6, 12/4, 1/22, 2/12, 3/5, 3/26, 4/16 After school: 36 days beginning 11/9/10. | EOY DRA leves and TAKS results |
| 2 Continue study trips that are aligned with one or more of the four core content areas that represent an extension of the learning in the classroom. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, and all grade level teachers | \$3500 Title I (Transp) | Fall and spring semesters. GLC will survey team members and consult TEKS to identify appropriate study trips. | Student related work samples and portfolios. |

Safety

Cedar Brook Elementary
School

Principal

Yes No

Campus Goal: Cedar Brook will be a safe, secure place in which to learn and work.

Campus Objective: Cedar Brook will continue to employ anti-bullying, anti-gang, and TAOD prevention strategies to ensure a safe and secure place for students and learning.

5 Year Plan Goal SBISD will have a pervasive culture of safety and respect.

| <u>Strategy/Activities</u> | <u>Title I Comp.</u> | <u>Campus- Staff Responsible</u> | <u>Resources</u> | <u>Leading Indicator/Formative Evaluation Timeline</u> | <u>Trailing Indicator/Summative Evaluation</u> |
|---|---|----------------------------------|---|--|---|
| 1 (Safe and Drug Free Schools) Integrate violence prevention lessons including Bullying and Tobacco and Other Drugs (TAOD) prevention lessons in academic subject areas and/or student assistance programs/mentoring and monthly focus activities that support building an asset-rich culture for staff and students. | <input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, counselors, all teachers | campus-based staff development and student presentations. Community volunteers and mentors. | Teacher/student inventories | Teacher/student inventories and discipline referral data. |

Operations

Cedar Brook Elementary
School

Principal

Campus Goal: Cedar Brook will maximize available resources for student achievement through strategic planning.

Campus Objective: Maintain student performance at exemplary levels in all grades and subjects.

5 Year Plan Goal SBISD will use strategic plans to be fiscally responsible and efficiently use all resources-human, time and monetary-to support student achievement.

| <u>Strategy/Activities</u> | <u>Title I Comp.</u> | <u>Campus- Staff Responsible</u> | <u>Resources</u> | <u>Leading Indicator/Formative Evaluation Timeline</u> | <u>Trailing Indicator/Summative Evaluation</u> |
|---|--|----------------------------------|--------------------------------------|--|---|
| 1 Teachers will observe one another teaching for a minimum of twice per year for at least 20 minutes. An observation sheet will be provided and teachers will have an opportunity to share their observation notes with one another. This is meant to be a professional growth activity that will facilitate the sharing of best practice techniques. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, SISs, classroom teachers | campus personnel, observation sheets | Campus Needs Assessment | Observation records, teacher/admin feedback, TAKS results |

Community

Cedar Brook Elementary
School

Principal

Yes No

Campus Goal: Cedar Brook will continue to create a solid partnership between home, school and community that empowers students to reach academic, social, and emotional success.

Campus Objective: Provide parents opportunities to become knowledgeable about state and district expectations for student performance. Parents will be empowered to assist their children in meeting state and district expectations for academic performance.

5 Year Plan Goal Students, parents, and the community will be active partners with educators in students' education.

| <u>Strategy/Activities</u> | <u>Title I Comp.</u> | <u>Campus- Staff Responsible</u> | <u>Resources</u> | <u>Leading Indicator/Formative Evaluation Timeline</u> | <u>Trailing Indicator/Summative Evaluation</u> |
|---|--|---|--|---|--|
| 1 Spring grade level TAKS Family night to acquaint parents and community members with state and district expectations in math, reading, writing and science. Offered for parents of students in grades 2-5. | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP | Admin, SISs, all teachers and support staff | Paper supplies for advertising and handouts. \$100 Title I (Parental Inv) | Previous TAKS scores by subject area. Feedback from parents/community via needs assessment questionnaires/January 18th, 6-7 PM. | Parent surveys. |
| 2 Strengthening Families class will meet weekly led by the CIS representative. Home & School Connection newsletters will be provided monthly to parents in student's Wednesday folder to support asset-building at home and at school. CIS will also conduct a book study with parents on the topic of raising effective teens. | <input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP | Admin, Parental Involvement cadre chairperson, selected teachers, Communities in Schools rep, | \$150 Title I (Parental Inv) \$400 Title I (Other Rd) | Parent needs assessment questionnaire, Parental Involvement Cadre meeting minutes, Fall and spring semesters, every Monday from 3-5 PM. | Parent Surveys and sign-in sheets, Cadre meeting minutes |

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| 3 | <p>Spring Family Math & Science Night to acquaint parents with rigorous campus, district and state expectations for student performance in mathematics and science.</p> <p>A Health Fitness night will be organized as part of our CATCH activities to affect parental involvement and promote healthy lifestyles.</p> | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP | Admin, SISs, Counselors, all teaching staff | \$500 Title I (Parental Inv) Teacher/PTA volunteers | CBQ and DA data to determine TEKS/objectives needed. 2/15/11 (FMS Night) & 11/18/10 (HF Night) | Parent/teacher surveys and EOY TAKS results. |
| 4 | <p>The technology cadre will coordinate Family Technology Nights and Family Library Nights to make parents aware of technology that is utilized in the classroom and to show them what is available through the district's Library Resources webpage.</p> | <input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, SISs, counselors, all teaching staff | Facility use and technology set up by library/tech personnel. | <p>Information gathered in Team meetings. Cadre meeting minutes.</p> <p>Timeline:</p> <p>October 28/Thursday - 5th grade</p> <p>November 18/Thursday - 3rd grade</p> <p>January 27/Thursday - 4th grade</p> <p>Music/Library</p> <p>February 24/Thursday - 1st grade</p> <p>March 31/Thursday - PTA meeting/3rd grade</p> <p>April 7/Thursday - Kindergarten</p> | Student surveys |

People

Cedar Brook Elementary
School

Principal

Campus Goal: Cedar Brook will maintain an exemplary staff of caring professionals that will empower students to reach their academic, social and emotional potential.

Campus Objective: Offer staff development opportunities to staff members on and off campus to align with personal, grade level and campus goals.

5 Year Plan Goal SBISD, as the employer of choice, will recruit and retain the best people by rewarding excellence and providing opportunities for continual growth.

| <u>Strategy/Activities</u> | <u>Title I Comp.</u> | <u>Campus- Staff Responsible</u> | <u>Resources</u> | <u>Leading Indicator/Formative Evaluation Timeline</u> | <u>Trailing Indicator/Summative Evaluation</u> |
|---|---|---------------------------------------|--|--|--|
| 1 Annual School Carnival to raise funds for instructional materials, professional development opportunities, and other school improvements will continue this next school year. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, all staff members, PTA members | Teacher/PTA Volunteers | Campus Needs Assessment Teacher/PTA volunteer sign up sheets. Carnival Date: 11/5/10 | EOY TAKS, TELPAS, and DRA results Student survey |
| 1 Dual Language orientation will be coordinated and provided by Dual Language Coordinator to orient the new teachers to CBE's two-way program. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, DL coordinator, teachers | Trained personnel to oversee program facilitation. | Campus Needs Assessment Inservice week of 8/16/10 | Formal and informal observation of DL classrooms. Teacher/student data from DL classrooms. |

Campus Goal: We will adhere to all Federal and State requirements, mandates, and laws

Campus Objective: To remain in compliance with Federal and State Law

5 Year Plan Goal SBISD will meet all Federal and State Requirements

| <u>Strategy/Activities</u> | <u>Title I Comp.</u> | <u>Campus- Staff Responsible</u> | <u>Resources</u> | <u>Leading Indicator/Formative Evaluation Timeline</u> | <u>Trailing Indicator/Summative Evaluation</u> |
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| 1 Required Federal Conduct annual program evaluation utilizing student performance data derived from special populations for the purpose of program review and revision. Programs to be evaluated are: GT, LEP, CATE, and SPED. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP | Admin, SISs, Interventionists, SPED teachers, general ed teachers, At-risk coordinator | campus personnel | Special populations data from previous year. | EOY Special populations data. |

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| 2 Required | <p>Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. This will occur through our staff development sessions for teachers on Wednesdays during the school year: Teacher will be trained on DRA and Running Records, Comprehension Toolkits, and Best Practice Balanced Literacy techniques. School Improvement Specialists and Administrators will meet with teachers weekly in team planning sessions to review these data an best practice techniques.</p> <p>Staff members will also attend district and out of district staff development to build capacity and strengthen instruction in the following areas: math, science, LA, and social studies content areas; early childhood development; second language acquisition; teaching children from poverty; and building Model Schools.</p> | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, counselors, SISs, interventionists, and all teachers | campus based staff development, district staff development, out of district staff development \$7000 Title I (Prof Conf) \$7500 Title I (Sub) \$10,000 ARRA (Prof Conf) | Beginning DRA/EDL levels | EOY DRA/EDL levels |
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| 3 Required | <p>Monitor progress of students failing to meet promotion requirements in the previous academic year and provide remediation via supplemental materials and services. School Improvement Specialists will create a list of students who did not meet standard on TAKS the previous year, and will include any student who also did not meet promotion criteria on the SBISD end of year report card. These students will be given CBQs and checkpoints throughout the year and will be closely monitored by teachers, SISs, and administrators to determine which level of intervention is needed: i.e., Saturday Camps, After School Workshops, and small group/individual assistance from a certified teacher.</p> | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, counselors, SISs, interventionists, and all teachers | AWARE data reports | Beginning of year data conferences with teachers and throughout after each checkpoint and benchmark assessment. | EOY DRA, TAKS, and other assessment data. |
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| <p>4 Required Local</p> | <p>(Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the Texas Assessment of Knowledge and Skills (TAKS). Purchase needed technology resources that will enhance instruction such as: document cameras, ACTIVBoard supplies, batteries, iTouches, iPads, and Netbooks. Participate in mentor-mentee grant through community relations department. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.</p> | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, Technology Cadre members, teachers | campus-based staff development, parent/teacher/community volunteers \$5093 ARRA (Technology) \$3500 Title I (Technology) | observations/minutes from team meetings and tech cadre meetings. | Mentor hours tracked by counselor, observation feedback on best practice techniques for technology integration. |
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| <p>5 Required Federal</p> | <p>(Safe & Drug-Free Schools) Integrate violence prevention lessons including Bullying Prevention and Tobacco Alcohol and Other Drugs (TAOD) prevention lessons in academic subject areas and/or student assistance programs/mentoring and daily schoolwide morning television broadcasts. Promote parent and community involvement in TAOD (tobacco, alcohol and other drugs) and violence prevention programs/ activities. The counselors will conduct guidance lessons on bullying and bullying prevention with the respective grade levels. Emphasis will be placed on identifying bullying behavior, how to react positively to a bully and how not to become a bully. In addition, conflict resolution skills will be taught as a technique as to how to react appropriately if you are being bullied.</p> | <input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, counselors, SISs, interventionists, and all teachers | School personnel | Campus needs assessment Agenda and minutes from Parental Involvement Cadre, spring and fall semesters | Campus needs assessment for following school year, discipline referral data |
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| 6 | Required | <p>We will facilitate the professional development of teachers to incorporate the Models of Instruction into all lessons and subject areas, with an emphasis on Models 2-4. We will provide teachers with the needed material resources to make effective small group instruction occur during and outside of school in the following areas: math, science, LA, and social studies content areas; early childhood development; second language acquisition; and teaching children from poverty.</p> | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP | <p>Admin, counselors, SISs, interventionists, and all teachers, Parental Involvement Cadre</p> | <p>\$5211.54 Title I (Supplies) \$8787 ARRA (Supplies) \$5903 ARRA (Other Rd) \$2541.12 Title I (Other Rd)</p> | <p>Models of Instruction training to be held 9/8/10. Prior year CNA</p> | <p>CNA for following year, TAKS results, formal and informal walk-throughs and observations</p> |
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| 7 | Required | <p>(Safe & Drug-Free Schools) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Resiliency * No Place for Hate * CSHAC * Developmental Assests * Gang-related behavior</p> | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | <p>Admin, counselors, SISs, interventionists, and all teachers</p> | <p>school and district personnel</p> | <p>Observations of guidance lessons, student questionnaires</p> | <p>Student survey, discipline data</p> |
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The counselors will conduct guidance lessons on bullying and bullying prevention with the respective grade levels. Emphasis will be placed on identifying bullying behavior, how to react positively to a bully and how not to become a bully. In addition, conflict resolution skills will be taught as a technique as to how to react appropriately if you are being bullied.
 The classes from PK to grade 5 will have lessons on making responsible choices as part of a character education curriculum. This will taught in whole group, small group and individual counseling sessions.

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| 8 | (SPECIAL EDUCATION) | <input type="checkbox"/> CNA | Admin, SISs, counselors, SPED teachers, general ed teachers, diagnostician | campus personnel, campus-based staff development | Team meetings minutes/agenda with SPED staff, LRE data from school diag | EOY evaluation of LRE data form diag |
| | Required | · Monitor LRE ratio | | | | |
| Federal | | <input type="checkbox"/> QS | | | | |
| | | · Develop campus capacity to support inclusive programming for students with disabilities. Administrators and specialists will work with SPED teachers to create schedules that allow them to see more children in the regular classroom setting doing push in groups rather than pull out, and still meeting the IEP requirements. | <input type="checkbox"/> PD | | | |
| | · Evaluate campus LRE ratio | <input type="checkbox"/> PI | | | | |
| | | <input type="checkbox"/> T | | | | |
| | | <input checked="" type="checkbox"/> TDA | | | | |
| | | <input checked="" type="checkbox"/> MTA | | | | |
| | | <input type="checkbox"/> AQT | | | | |
| | | <input checked="" type="checkbox"/> CSP | | | | |

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| 9 | Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. Administrators will work with SPED teachers to utilize assessment data and daily performance data to make the best prediction for state testing. | <input checked="" type="checkbox"/> CNA | Admin, SISs, counselors, SPED teachers, general ed teachers | campus personnel presenting staff development, TEA reports | data conferences with SPED team, prior year test results for SPED students, 4.5 and 9 week progress reports. | EOY TAKS results for SPED students, IEP progress reports. |
| | Required | | | | | |
| Federal | | <input type="checkbox"/> QS | | | | |
| | | | <input type="checkbox"/> PD | | | |
| | | <input type="checkbox"/> PI | | | | |
| | | <input type="checkbox"/> T | | | | |
| | | <input checked="" type="checkbox"/> TDA | | | | |
| | | <input type="checkbox"/> MTA | | | | |
| | | <input type="checkbox"/> AQT | | | | |
| | | <input checked="" type="checkbox"/> CSP | | | | |

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| 10 | Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. SPED teachers will receive training from Special Services prior to the opening of school. Principal will receive SPED Update on 9/2. ILT, Admin Team, and the faculty will receive this info during the 10/27 faculty meeting. | <input type="checkbox"/> CNA | Admin, SISs, counselors, SPED teachers, general ed teachers | campus and district-based staff development | 9/2/10 and 10/27/10 | Compliance reports received from the diag at EOY. |
| | Required | | | | | |
| Federal | | <input type="checkbox"/> QS | | | | |
| | | | <input checked="" type="checkbox"/> PD | | | |
| | | <input type="checkbox"/> PI | | | | |
| | | <input type="checkbox"/> T | | | | |
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| | | <input type="checkbox"/> AQT | | | | |
| | | <input checked="" type="checkbox"/> CSP | | | | |

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| <p>11</p> <p>Required</p> <p>State and Federal</p> | <p>(State Comp. Ed.) Utilize specialist(s) to assist with supplemental At-Risk services in the content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Social Studies * Other includes: ESOL support, Reading Intervention Specialist <p>SISs, Interventionists, and Support personnel will train teachers on strengthening core instruction in the classroom, provide teaching models for small group instruction, and provide modeling and materials to enhance differentiation.</p> | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP | <p>Admin, SISs, Interventionists, SPED teachers, general ed teachers</p> | <p>campus personnel providing campus-based staff development</p> | <p>Data conferences with SISs, teachers, and admin to determine at-risk students in the spring and fall semesters.</p> | <p>EOY TAKS and other assessment results</p> |
| <p>12</p> <p>Required</p> <p>State and Federal</p> | <p>Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, TAKS support, bilingual material</p> <p>After-school extended day</p> <p>Summer School</p> <p>Computer assisted instruction includes: Compass, Plato, Larsens Math, Fast Math</p> | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP | <p>Admin, SISs, Interventionists, SPED teachers, general ed teachers</p> | <p>campus personnel providing campus-based staff development</p> | <p>Data conferences with SISs, teachers, and admin to determine at-risk students in the spring and fall semesters.</p> | <p>EOY TAKS and other assessment results</p> |
| <p>13</p> <p>Required</p> <p>Local</p> | <p>Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> · recruitment · training/support · recognition of volunteers/partnerships <p>Mrs. Thomas will coordinate a volunteer training in September for all potential volunteers to receive information on opportunities, requirements, and procedures. A volunteer packet will be sent home the first week of school. Volunteers will sign in and hours tracked by front office staff. Volunteers will be appreciated on specified days at a luncheon or faculty gathering.</p> | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | <p>Admin, Counselors, teachers</p> | <p>PTA/teacher volunteers to bring food for luncheon/gathering. Paper for volunteer packets.</p> | <p>Campus Needs Assessment</p> | <p>Parent/volunteer survey</p> |

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| <p>14</p> <p>Required</p> <p>Federal</p> | <p>(Title II, A&D) Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * TAKS testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * One-Way Dual Language * Action Based Learning * Small Group Instruction <p>SISs will provide Wednesday staff development sessions on Models of Instruction, TAKS standards, vertical alignment, diverse populations, and DDI. Jean Blaydes will attend CBE and present a staff development session in September on Action Based Learning. New</p> | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP | <p>Admin, SISs, Interventionists, all teachers</p> | <p>Campus personnel to provide campus-based staff development. District personnel to provide staff development.</p> <p>**Note that amounts were taken out since they were documented in a previous activity**</p> | <p>Prior year's assessment results, program evaluation in A-Team and ILT meetings, formative assessment results, formal and informal classroom observations</p> | <p>EOY TAKS and other assessment results</p> |
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| <p>15</p> <p>Required</p> <p>Local</p> | <p>Teachers/Administrators/Staff will develop understanding of the (a) <i>Professional Development Framework</i> and continue participation in professional development in the areas of <i>Teaching and Learning</i> and <i>Leadership for Results</i>; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>Administrators and SISs will provide this staff development and will track participation through sign-in sheets and PDLC transcripts.</p> | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | <p>Admin, SISs, all teachers</p> | <p>campus-based staff development, District-based staff development</p> | <p>Campus Needs Assessment, formal and informal observations, lesson plans</p> | <p>Measured growth on EOY DRA/EDL and TAKS tests</p> |
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| <p>16</p> <p>Required</p> <p>Federal</p> | <p>Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.</p> <p>Each week new teacher will meet with their buddies/mentors to brainstorm and plan. Each month the CBE lead mentor will conduct a meeting with all new teachers to problem solve, answer questions, and give feedback.</p> | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP | <p>Admin, SISs, Lead mentor, mentors, new teachers</p> | <p>campus personnel</p> | <p>Mentor meetings agenda minutes, formal and informal classroom observations</p> | <p>Teacher survey, summative evaluations</p> |
| <p>17</p> <p>Required</p> <p>Federal</p> | <p>Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs.</p> <p>The principal, in conjunction with SBISD Human Resources division, will select to screen only those individuals who are certified and have met all Highly Qualified criteria. School leadership will focus on cultivating and maintaining a positive work environment and nurturing climate by building quality staff relationships.</p> | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP | <p>Admin, SISs, Counselors, ILT members</p> | <p>Campus personnel</p> | <p>Campus Needs assessment and Health Index.</p> | <p>EOY Campus Climate Survey</p> |
| <p>18</p> <p>Required</p> <p>Federal</p> | <p>The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>The counselor and CIS worker will co-chair the Parental Involvement Cadre that will meet quarterly or as needed to plan events that reach out to parents and families in the CBE community. We will provide the resources needed for all parental involvement activities.</p> | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | <p>Admin, SISs, Counselors, ILT members, CIT, all teachers</p> | <p>campus personnel and parent volunteers \$2650 Title I (Parental Inv)</p> | <p>Parental Involvement Cadre minutes and agenda.</p> | <p>Cadre meetings and parent survey</p> |

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| 19 | Required | Federal | PreK and K teachers will develop transition strategies and provide kindergarten orientation. Administrators and teachers will plan and conduct an orientation session at the end of May that will invite all parents of incoming Kinder students to a meeting to learn about registration, school procedures, and to take a tour of the building. Parents will be invited via the marquee, call outs, and in writing. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, counselors, PK/K teachers | Paper for communication, campus personnel | Team meeting/planning notes/spring semester meeting for parents | Pre-enrollment counts for PK and K, and sign-in sheet for parent meeting and parent feedback noted |
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| 20 | Required | State | (Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: 1) Curriculum and instruction for G/T students Teachers and administrators will meet to plan on creative ways to meet the needs of GT students through the curriculum and best practice instructional techniques. GT coordinator will provide the staff development for this topic. All GT teachers will attend and be invited to share best practice for planning and instruction. | <input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, GT coordinator, teachers | campus personnel to present staff development | Look at report from GT coordinator on numbers of identified students in the past year. | Student work samples/portfolios. Examine number of identified students at EOY. |
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| 21 | Required | State | We will facilitate high achievement on State Testing by providing stretch and restroom breaks during testing, as well as water and an approved snack to all testing students. Students will be given the opportunity to participate in movement that is aligned with the Action-Based Learning philosophy. | <input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, Test coordinator, all teachers | \$650 Title I (Misc) | Timeline: All state testing opportunities in the spring semester | EOY TAKS results |
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| 22 | Required | (Gifted and Talented) Conduct annual G/T screening by following the districtwide procedures for nomination, screening, and selection of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Admin, GT coordinator, teachers | campus personnel | Fall semester meeting for parents. Planning meeting for campus personnel. | Parent feedback noted, EOY GT referral data |
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| 23 | Required | Review and revisit both the Home/School Compact and Parental Involvement Policy · offer several opportunities for parent input · develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish · The compact and policies will be shared with parents on Back to School Night in September. A copy of the compact and sign-in sheets will be placed in the Title I Portfolio. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP | Admin, Title I coordinator | **note that amounts were taken off (Title I) as they were noted in a previous activity** | Title I meeting will be on 9/23/10. | Title I parent sign in sheet |
| | Federal | This activity is for Title I campuses only. | | | | | |

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| 24 | Required | Increase parent attendance at Title I Annual Meeting to share: · standards and goals · parents' rights' · curriculum · School Report Card · Title I participation · Offer a flexible number of meetings. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP | Admin, counselors, CIS worker, Parental Involvement Cadre | supplies for parent notification and meeting, campus personnel | Meeting will be 9/23/10. | Sign-in sheet for attendance verification |
| | Federal | We will use the marquee, call outs, and notes home to advertise the meeting. This activity is for Title I campuses only. | | | | | |

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| 25 Required | Coordinated School Health (CSH) and CIP: We will help children fight obesity and make healthy eating choices by discouraging Foods of Minimal Nutritional Value being brought to school and by prohibiting staff members from giving children FMNV during the school day. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA | Admin, CSHAC, teachers | campus personnel | informal observations | Student/parent/teacher feedback |
| State | Steps to incorporate CSH - 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey | <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP | | | | |