

Student Performance

Campus Goal: We will remain an Exemplary Campus by implementing a relevant and rigorous curriculum.

Campus Objective: 1) At least 90% of all students in all subgroups will meet the passing standard and, overall, we will meet our CPOs. 2) Commended performance levels will be at least 50% in Reading, 50% in Math, 60% in Science and 45% in Writing as reflected in our CPOs. 3) In PK - 2nd grades 90% of all students will meet end-of-year expectations in reading and math.

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 Required	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.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators LA SIS Librarian Teachers	Stephanie Harvey visit Comprehension Toolkit materials	Primary Literacy Meeting scheduled Schedule teachers observing each other	DRA 2 data Assessment Notebooks and anecdotal records Implementation Survey Observations
Local	Focus on building a more coherent, cohesive primary grade level literacy program by: -meeting with K, 1, 2 separately to define the focus -focus on guided reading lessons, book boxes, books that go home, independent work -meeting as a primary team to establish together the practices we will use -meeting as a primary team to hold each other accountable for implementing the chosen practices -observing each other teach -continuous adjustment to refine our primary balanced literacy program Focus on going deeper with comprehension through the use of comprehension toolkit					

2	<p>Language Arts - The Literacy Team will create rubrics to be used with reading responses, oral reading, writing and spelling application assessments that are consistent across the grade-levels and also match developmental and curricular needs for each grade level. For 10-11 we will also look for stronger support in assessing writing.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Teachers LA SIS Literacy Team Members	Comprehension Toolkit Spelling Inventory Comprehension and Collaboration book Any books from our literacy library and new ones we find	Ongoing Literacy Team meeting agendas LA assessment notebooks Rubrics used throughout the year stored on the school SWEDEN folder for easy access	Implementation Survey Teachers LA assessment notebooks Rubrics in SWEDEN folder
---	---	---	---	---	---	---

3 Required State	<p>Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p> <p>Beginning of the year meetings by grade level to review students in STAT/504/Special Ed/At Risk classification to determine best interventions for each student. Interventions may include: reciprocal teaching, Singapore math, double time small groups, before/after school tutoring, volunteer mentor/tutor, work with a SAP or Future teacher</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators SISes Teachers	SSC procedures based on Phase II of RtI implementation - Rebecca Krug Special Ed Staff, SISes, Adminstrators	List of target students identified and shared with teachers Meeting to follow up scheduled	TAKS, DRA 2, NRT, TELPAS, end of year district assessments
------------------------	---	---	-------------------------------------	--	---	--

4	<p>Language Arts - Reading Reading teachers will continue to maintain a formal assessment notebook that contains each student's yearly assessments and an informal notebook which contains regular records of oral reading assessment (running records) and anecdotal records. These notebooks will serve as records of lessons for reading groups.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Teachers LA SIS Literacy Team Members	LA SIS, Administrators	Ongoing Literacy Team meeting agendas LA assessment notebook sharing each 9 weeks	Implementation Survey DRA 2 end of year results
---	--	---	---	------------------------	--	--

5	<p>Language Arts teachers will use word study in all grade levels to increase vocabulary and oral language development in reading, oral and written responses and with prewriting and conference techniques - continued this year to refine at every grade level K-5.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal Assistant Principal Teachers LA SIS Literacy Team Member</p>	<p>WTW materials Patti Oliver Marry Kerr iTouch Apps</p>	<p>WTW Spelling Inventories Weekly Spelling Assessments Lesson Plans</p>	<p>Implementation Survey End of year spelling inventories Lesson Plans</p>
6	<p>Language Arts - Writing Continue to deepen our understanding of CCP and writing in all content areas by planning and implementing a unit of CCP with team teaching to build more common understandings.</p> <p>Refine our understanding and share ideas of how we keep Writers Notebooks in grades 1st - 5th.</p> <p>Continue to build and add to student writing portfolios using them more often to apply lessons and reflect on growth or needs.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Administrators SIS Teachers in CCP cohort All teachers</p>	<p>Matt Glover Visit \$2400 Stephanie Harvey Visit - \$2500 CCP cohort meetings</p>	<p>Extended planning notes- monthly Observations/lesson plans - weekly Faculty meeting agendas Primary Literacy Team mtgs notes</p>	<p>End of year survey Writers' Notebooks Lesson plans Student Portfolios</p>
7	<p>ESOL - Development of literacy center materials, use of Avenues and ELPS materials to target instruction for our ESOL students and economically disadvantaged students in all content areas.</p> <p>AND...</p> <p>Implement intense English instruction for third, fourth, and fifth grade LEP students who scored Beg or Int on TELPAS the prior year per newly adopted ELPS.</p> <p>Both of the above in our focus on language development (vocabulary and grammar), and conceptual/experiential ACADEMIC language development.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Administrators SISes Teachers ESOL TOSA</p>	<p>ELPS Manual Avenues ESOL TOSA Bi/ESOL dept staff for staff development iTouch Apps</p>	<p>Spring 2010 TELPAS and TAKS Data Spring 2010 DRA2 data Lesson Plans Agendas from staff development/faculty meetings</p>	<p>Implementation Survey Spring 2011 TELPAS and TAKS data Spring 2011 DRA2 data Lesson Plans</p>

8	Use the focus for instruction page from the DRA2 guide to plan large and small group instruction in reading at all grade levels K-5th	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators LA SIS Reading teachers	DRA 2 guide/manual	Assessment Notebooks DRA 2 Focus for Instruction page complete for each student	Implementation Survey Completed Focus for Instruction pages in Assessment Notebooks Lesson Plans
9	Mathematics - Use regular math assessments to formulate groupings for differentiated instruction within a Math Workshop format at every grade level to facilitate small group needs based math instruction daily.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Math SIS Teachers	Ann Worley Lynette Breedlove Math Their Way training and materials for K-1	Lesson Plans weekly Observations weekly District Assessment data throughout the year	Implementation Survey Lesson Plans End of year math assessments
10	Mathematics - Work towards students being independent problem solvers by: A) planning additional time for group discussion, peer conferencing, self/peer reflection AFTER problem solving B) Math SIS will work with grade levels to ensure Lone Star problem solving is use appropriately at each grade level C) Increase the rigor of daily problem solving to model and teach math concepts/content D) Increase the rigor of explicit teaching of problem solving strategies as appropriate to the nine week road maps.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Math SIS Teachers	Lone Star Exemplars	Math Committee meeting agendas to review implementation success/concerns Lesson Plans Extended planning agendas with focus on Lone Star problem solving Observations District Assessments Teacher made assessments	Implementation Survey Lesson Plans End of year data on district assessment and TAKS test

11	<p>Mathematics - focus on teaching of number concept/number sense in order to facilitate student learning of math facts as outlined in road maps and TEKS.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Administrators SIS Teachers</p>	<p>John Van Der Walle readings Math SIS iTouch Apps</p>	<p>Lesson Plans Observations District Assessments Teacher made assessments</p>	<p>Implementation Survey Observations End of year district assessment and TAKS data</p>
12	<p>Social Studies 1. PK - 5th grade students will contribute to on-going civic/service projects with support from Student Council. 2. Continue to integrate social studies with language arts instruction. During staff development rotation meetings, teachers and SIS will gather appropriate nonfiction and historical fiction texts and plan appropriate writing opportunities to match the CCP design</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Administrators SIS Teachers Counselor and AP with Student Council</p>	<p>LA SIS, Student Council Counselor</p>	<p>Plan for civic project turn in by the end of September. Check on implementation of projects at mid-year. Lesson plans weekly Nine Week Road Maps</p>	<p>Completion of Service Projects Page in student PR folders Lesson plans End of year survey</p>
13	<p>Science - Ensure the changes in the 10-11 district curriculum is followed in PK - 5th grades and utilize detailed district developed science lessons and ensuring that each grade level has at least one representative at the district Science Curriculum Roll Out sessions each nine weeks. Align Hands on Science in 4th and 5th grade with curriculum.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Administrators SIS Teachers Teacher on the grade level who is responsible for Science.</p>	<p>District nine week trainings Parent volunteers for HOS Erika Wheeler</p>	<p>Knowing who will attend the meetings for each grade level each nine weeks Road maps Lesson Plans Observation District Assessments Teacher made assessments</p>	<p>Each curriculum roll out session attended for each grade level by a team member Lesson Plans Observation District Assessments and 5th grade TAKS</p>

14	<p>Science -</p> <p>A) Teachers will share overview of their grade level's science curriculum (at least one objective) with all other grade levels at a faculty meeting early in the fall (repeat at other fac mtgs as time allows)</p> <p>B) An inventory/checkout system for science materials will be developed for the transition campus. FOSS kits - decide on what we really use and get rid of what we no longer need/use.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Administrators</p> <p>SIS</p> <p>Teachers</p> <p>Teacher on the grade level who is responsible for Science.</p>	<p>SIS</p> <p>Joyce Olson & her staff</p> <p>Erika Wheeler</p> <p>Parent volunteers</p>	<p>Knowing who will attend the meetings for each grade level each nine weeks</p> <p>Faculty meeting agendas</p> <p>System developed</p>	<p>Implementation Survey</p> <p>Observation</p> <p>System in place and used</p> <p>District Assessments and 5th grade TAKS</p>
----	---	---	--	---	---	--

15	<p>Science - Teach science daily in every grade level...maintain this expectation.</p> <p>PK - 2nd for 20-30 minutes a day minimum.</p> <p>3rd - 5th for 30-60 minutes a day minimum.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Administrators</p> <p>SIS</p> <p>Teachers</p>	<p>Science SIS, Science committee</p>	<p>Class schedules</p> <p>Lesson plans weekly</p> <p>Observations</p>	<p>Lesson plans and schedules</p>
----	---	---	--	---------------------------------------	---	-----------------------------------

16	<p>Science - Grades K-2 will maintain science journals and grades 2-5 will maintain interactive notebooks to include key vocal, science concepts, student observations and reflections</p> <p>Grade K-5 will focus on aligning science vocabulary and hold students accountable for talking and writing like scientists.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Administrators</p> <p>SISes</p> <p>Teachers</p>	<p>Teachers, Science SIS, Science Committee</p>	<p>Lesson plans weekly</p> <p>SIS periodically have teachers bring student samples of journals to share at extended planning or faculty meetings</p>	<p>End of year scores on district assessments and TAKS.</p>
----	--	---	--	---	--	---

Student Performance

Campus Goal: We will focus students towards a college education by meeting the diverse needs of our population.

Campus Objective: 1) 100% of classroom teachers will utilize small group, differentiated instruction to meet student needs with support from administrators, special education staff and SISes. 2) At least 90% of students in each sub-group will meet the passing standard (or developing as expected) on end-of-year district assessments/DRA2 and/or TAKS tests.

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 GT lead teacher will conduct one meeting each nine weeks with all GT teachers in order to improve the rigor of our GT and PGP programs.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Becky Maddox - GT Lead Teacher Penny Clarkson - PGP teacher All GT teachers	Lynette Breedlove	Meeting agendas	Implementation Survey Parent Survey
2 Continue to target children for mentoring and tutoring programs. Solicit more volunteers to be trained for tutoring/mentoring and assisting students and teachers.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Counselor Teachers	Life Guards Mentor Program Jason Roberts - Homework Club & Family Point Resources	List of mentors/mentees each 9 weeks Tutoring rosters from teachers each 9 weeks	Implementation Survey Parent Survey District Assessment, TAKS scores and grades of participating students At Risk report

5	<p>Have College T-shirt day on an at least monthly basis and activities during Education Go Get It Week to increase student awareness of colleges and universities.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Administrators Teachers Counselor</p>	<p>Calendar for the year Counselor PTA chair for enrichment</p>	<p>Scheduled days on school calendar Plan for Education Go Get It activities</p>	<p>Implementation Survey Parent Survey</p>
---	---	---	--	---	---	---

6	<p>Increase relevant, safe, worthy integration of technology as we:</p> <p><u>K - 5:</u> utilize the SBISD technology scope and sequence</p> <p><u>3rd:</u> focus on keyboarding unit for minimum of 15 minutes a day for 12 - 16 weeks, based on ED TECH website and continue into 4th using word processing to write drafts in writers workshop</p> <p><u>Kinder - 5th:</u> Dedicate faculty meeting time for training for ACTIVclassrooms so that all teachers with ACTIVboards can use the ACTIVboard on a regular basis for instruction as well as to develop/use flipcharts with a focus on providing student interaction with the board (and ACTIV tablets in Kindergarten)</p> <p><u>School-wide:</u> Focus on digital citizenship for safe use of technology</p> <p>Work on ways to use the new library technology to enrich/improve classroom instruction and</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Administrators SISes Teachers Librarian</p>	<p>Easy Tech Campus CTP Librarian Campus Technology Budget of \$5000.00 PTA funds as available</p>	<p>Lesson plans Unit plans for 3rd grade Interactive flipcharts developed and used Observations Faculty Meeting agendas</p>	<p>Implementation Survey Lesson plans Unit plans for 3rd grade Interactive flipcharts developed and used Faculty Meeting agenda</p>
---	--	---	---	--	---	---

Student Performance

Campus Goal: We will promote the development of strong ethical standards.

Campus Objective: 1) 100% of students will participate in daily character development instruction. 2) Continue to implement positive, prevention based school wide discipline program as we transition to Love and Logic 3) Staff will participate in staff development to facilitate implement of TRIBES, 40 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	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Whole faculty - all inclusive	Counselor Love and Logic cadre SEL info from district	Observation Lesson plans include team building activities	Implementation Survey SBISD Climate Survey Parent Survey
---	---	---	---	--	--

2	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Love and Logic Cadre Counselor Whole faculty	Love and Logic Materials Betsy Geddes for parent training \$2500.00 split with 3 other schools Book Study - about \$350.00 Workbooks for 9 Essential Skills about \$350.00	Development of Core Beliefs before August 23 Posters of Core Beliefs displayed in each classroom and across the campus Book study meeting notes	Data regarding discipline referrals and/or conferences regarding student behavior Book Study complete Record of check outs from lending library
---	---	--	---	---	---

Voluntary faculty book study of Teaching with Love and Logic

Create a lending library of Love and Logic materials for parents and teachers to include books and DVDs

All faculty members display and maintain our core beliefs about discipline to ensure that all our actions are in line with our core beliefs.

3	<p>Each homeroom teacher will use TRIBES as a structure to create a community of learners. PK and K will use Project CLASS.</p> <p>Teachers will conduct daily class meetings/community circle to allow opportunities for problem solving, conflict resolution, socialization and character ed opportunities.</p> <p>Use discipline data to find trends in the discipline to address in community circle and counselor lessons</p> <p>A schedule for the counselor will be created at the beginning of the year to ensure that all classrooms have guidance lessons throughout the year. Counselor monthly newsletter to parents.</p> <p>Student Council will help with deciding a character focus for each month and broadcasting & advertising to the school regarding that character trait.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Counselor All faculty members	TRIBES book and training Project CLASS materials	Lesson plans KMWE broadcast Counselor's schedule Student Council agendas Counselor newsletter	Implementation Survey Increased # of teachers with TRIBES training Counselor newsletter Lesson Plans
---	--	---	--	---	---	---

4	<p>During community circle, guidance lessons, classroom discussion and beginning of the year talks with the principal, the faculty and the students will understand that we will uphold our Core Beliefs with an emphasis on the language and tone used by adults and students at MWE. The use of curse words, disrespectful slang language and any other form of verbal abuse will not be tolerated.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Whole faculty	Love and Logic material regarding bullying PTA program The Power of One Counselor guidance lessons	Plans/agendas for community circle, guidance lesson and the principal's beginning of the year talk each 9 weeks Letter to parents to explain this stand on abusive language by end of 3rd week of school	Implementation Survey Parent Survey Discipline data Student climate survey
---	---	---	---------------------------------	--	---	---

5	(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.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Counselor All teachers PTA	PTA	Programs and talks scheduled and held	Discipline data Parent Survey
Required						
Federal	PTA sponsored program: The Power of One Letter to parents and talks with students at beginning of year regarding zero tolerance of bullying and disrespectful or inappropriate language for school.					

Student Performance

Campus Goal: We will encourage activities outside the classroom.

Campus Objective: 1) Continue to offer out of school programs

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 Maintain participation in and find space for after school programs including: MW Fiddlers, Mad Science, Spanish, Art After School, Odyssey of the Mind teams and Homework Club.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Adminstrators Admin Assistant	Office personnel, PTA newsletter, OM chair from PTA, Jason Roberts, FamilyPoint Resources	Days and places scheduled	End of year review of # of students who participated in each program Parent Survey
2 Investigate new ways to increase student, parent and community use of our campus resources such as technology, the library and participation in evening/week end activities	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators SISes Librarian Counselor	Blue Willow Bookshop Houston Public Library	Activities designed and implemented	Implementation Survey Parent Survey

Safety

Campus Goal: We will promote a culture of safety and respect.

Campus Objective: 1) 100% of staff will be trained and participate in required yearly EOP drills. 2) Take a positive, preventive, empowering approach to bullying and discipline

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 Develop a new EOP for the Transition Campus Train teachers in the EOP at a faculty meeting & review at least 2 times during the year. Conduct monthly safety drills in coordination with WAIS	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Teachers	Ann Fisher SBISD Police Dept	Plan developed and in teachers' hands Monthly drill forms sent to Ann Fisher Faculty meeting schedules	End of year drill report completed (Safety Drill Log)
2 Bullying will be proactively addressed in the student handbook, beginning of the year talk with principal, community circle, counselor lessons and school assembly/performances. Reported incidents of bullying will be dealt with in accordance with the District Student Code of Conduct.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Counselor Whole Faculty	Love and Logic materials PTA program The Power of One	Lesson plans Agenda of principal's talk with students at the beginning of the year Letter to parents (same as letter about abusive language/disrespect). Handbook form signed by parents and collected by teachers	Implementation Survey Parent Survey Climate Survey Discipline Data

Operations

Campus Goal: We will tie all resources to the CIP and student achievement.

Campus Objective: 100% of finances will support campus and district goals and student achievement.

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 Review the CIP with the district reviewer, the CIT and the faculty to ensure we are focused on using our money wisely to support campus and district goals for student achievement. Ensure PTA spending goals are aligned with MWE needs for curriculum and instruction, social/emotional learning, safety and technology. Continue to add to long range financial plan for MWE to meet needs for curriculum and instruction, social/emotional learning, safety and technology.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators District Reviewer Campus Improvement Team PTA Board	SISes Admin Assistant Karen Wilson or others from district finance office	CIT meeting agendas PTA and school budgets Report from reviewer Weekly review of budget by principal and admin asst	End of the year CIP review End of the year budget review Long Range Plan in place

Community

Campus Goal: We will continue to improve communication and collaboration with community, parents, staff, and students to establish and sustain a healthy school environment.

Campus Objective: The end-of-year parent/student/faculty surveys will show positive trends in each area compared to the end-of-year 09-10 parent/student/faculty surveys - both the district and the MWE CIP surveys.

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	Plan and implement activities to involve parents such as: 1. Evening sessions for topics such as: Curriculum Night Helping with Reading or Math How to help your child with homework Love and Logic Bully Prevention	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators SISes	All staff members PTA	Team Meeting agendas Calendar	Implementation Survey Participation Data (Sign in sheets) Parent Survey
---	--	---	-------------------------	--------------------------	----------------------------------	---

2	C-SHAC will meet on a regular basis as required, complete the school wide survey to report on the status of our school wide health program and implement school wide health programs that will include but not be limited to activities such as Flu Shots for faculty and community, Milers Club grades 3 - 5, Bike Rodeo and Field day Plan and implement Community Health Fair in coordination with Family Fun Night	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Health Fitness teachers Nurse Cafeteria Manager All staff members	Parent volunteers to serve on the C-SHAC committee Rebecca Fuchs Nurse	Dates on the calendar for the year for the committee to meet and for the activities	Implementation survey Parent Survey
---	---	---	--	--	---	--

3	Continue to provide teachers with information to help them make healthy lifestyle choices such as diet, exercise and medical discoveries.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	C-SHAC committee lead by Health Fitness teachers Administrators	Websites Magazines	Copies of info shared with teachers collected by Health Fitness teachers and nurse	Sign up sheets for activities offered Notebook of info shared Survey
---	---	---	---	-----------------------	--	--

4	Revise, refine and monitor communication between school and home to better inform parents to include things such as <u>weekly</u> Eagle Express, Eagle Expectations page in Friday folder, regular written communication from the principal regarding school issues.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Team Leaders PTA	PTA newsletter chair and officers, Friday Focus, principal, office staff	Keep a notebook of all written correspondence Regular use of phone call out system	Implementation Survey Parent Survey
---	--	---	---------------------------------------	--	---	--

People

Campus Goal: We will continue to improve organizational/individual capacity of staff so that we remain an employer of choice.

Campus Objective: 1) 100% of staff will complete required staff development each year.

2) Our SISes will continue to be involved in working with teachers as instructional coaches and resident "staff developers" to continue the faculty's journey toward becoming a community of learners.

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 Plan the daily schedule to include a rotation of one hour for extended staff development with the SISes every 7 days for grade level and specials team. During these meetings the SISes will lead the teachers as they: Reflect on and refine instruction Work on short and long range plans Gather needed resources and more... SIS will participate in weekly planning with teachers on a regular basis.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrator SISes All teachers	Team Leaders, SISes, Admin Team	School schedule of extended planning rotation SIS notes/agendas/artifacts from meetings	Implementation Survey
2 Plan and hold staff development opportunities for improving understanding of learning development of ESOL students	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators SISes ESOL TOSA	TOSA - Oswaldo Rios Admin Team Team Learders	Dates on the calendar Agenda for meetings	Record of staff development Implementation Survey

3

Support special areas for faculty such as: 1) GT teacher support group lead by Becky Maddox 2) New teacher mentors r 3) Implementation of 5 year plan initiatives for 10-11 school year 4) Differentiated staff development planned to allow for choice and to meet individual needs in staff development as much as possible.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators SISes GT Lead Teacher New teacher mentors	Lynette Breedlove Lynda Maxwell CIT Admin Team	Meetings Scheduled Agendas from meetings	Implementation Survey
--	---	---	---	---	-----------------------

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>
1 Required	Conduct annual program evaluation (CATE, state comp-ed, G/T, LEP, Safe & Drug-Free Schools) utilizing student performance data derived from special populations for the purpose of program review and revision.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T	Principal	CIT	District Assessments Released TAKS scores Progress Reports Report Cards	End of year district assessments NRT TAKS TELPAS DRA 2
Federal	SIS effectiveness G/T support meetings ELPS implementation	<input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP				
4 Required	(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). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators All teachers	Technology Committee Lynda Maxwell	Lesson Plans Check in CIP review	Implementation Survey
Local						

6	Promote parent and community involvement in TAOD (tobacco, alcohol and other drugs) and violence prevention programs/ activities.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Counselor All teachers	PTA Nurse Counselor	Schedule of activities	Discipline data Student climate survey Parent survey
Required	Community Health Fair					
Federal	Visit from the Houston Bar Association talk with 5th grade about drugs/alcohol Power of One program Letter to parents and students regarding zero tolerance of bullying					

7	(Safe & Drug-Free Schools) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention *** start the year with a firm no tolerance in place * Violence/conflict resolution *** Crisis team trained in MANDT and updated yearly * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate *** Resolution signed at the beginning of the year and Student Council helps with collecting data of activities * CSHAC*** Will have yearly meetings schedule at the beginning of the year * CARES * SEL * Developmental Assets * TRIBES * Love and Logic *** Develop core beliefs, all staff participate in 9 Essential Skills training, voluntary book study of	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Team Leaders Crisis Team Counselor C-SHAC team	PTA Nurse Counselor AP	Meeting and events scheduled MANDT training attended Student Council meeting agendas	Review by CIT of all activities Implementation Survey
Required						
Federal						

8	(SPECIAL EDUCATION)	<input type="checkbox"/> CNA	Administrators	Special Ed Team	Schedules made and followed	ARD meetings
	· Monitor LRE ratio	<input type="checkbox"/> SRS	Diagnostician	Jan Teater	Regular level of support reviews for each student	Special Ed report with levels of support recorded
Required	· Develop campus capacity to support inclusive programming for students with disabilities	<input type="checkbox"/> QS	Teachers - sp ed and general ed			
	· Evaluate campus LRE ratio	<input type="checkbox"/> PD				
Federal	We don't have a problem with the need to increase inclusion. We develop our SE teachers schedules around maximizing the in class support for each student to prevent pull out as much as possible.	<input type="checkbox"/> PI				
		<input type="checkbox"/> T				
		<input type="checkbox"/> TDA				
		<input type="checkbox"/> MTA				
		<input type="checkbox"/> AQT				
		<input type="checkbox"/> CSP				

9	Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	<input type="checkbox"/> CNA	Administrators	Special Ed Team	district assessment	TAKS
		<input type="checkbox"/> SRS	Diagnostician	Diagnostician	teacher made assessments	TELPAS
Required		<input type="checkbox"/> QS	Special Ed teachers	Admin Team	daily grades	
		<input type="checkbox"/> PD			progress on IEP data	
Federal	How accurately did ARD committee recommendations predict and guide student achievement on state assessments?	<input type="checkbox"/> PI				
		<input type="checkbox"/> T				
		<input type="checkbox"/> TDA				
		<input type="checkbox"/> MTA				
		<input type="checkbox"/> AQT				
	Describe how you will improve this process on your campus this year.	<input type="checkbox"/> CSP				

10	Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	<input type="checkbox"/> CNA	Administrators	Jan Teater	Report of all special ed students last ard and 3 year evaluation dates	End of year review of ARD timelines met
		<input type="checkbox"/> SRS	Diagnostician	Noreen Rivera		
Required		<input type="checkbox"/> QS	Special Ed teachers			
		<input type="checkbox"/> PD				
Federal	We review the diagnostian's report of ARD dates, re-evaluation schedule and need for review of testing status at the beginning of the year and map out all the ards.	<input type="checkbox"/> PI				
		<input type="checkbox"/> T				
		<input type="checkbox"/> TDA				
		<input type="checkbox"/> MTA				
		<input type="checkbox"/> AQT				
		<input type="checkbox"/> CSP				

11	(State Comp. Ed.) Utilize specialist(s) to assist with supplemental At-Risk services in the content areas: * Language Arts * Math * Science * Social Studies * Other includes: ESOL support, Reading Intervention Specialist	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators SISes Reading intervention specialist ESOL TOSA	Eloise Hambright-Brown	Meeting agendas Observations Schedules SISes turn in weekly reports of use of time	SIS weekly reports TAKS, DRA 2, TELPAS, OS data, NRT data
Required						
State and Federal						
<p>Describe how school improvement specialists, intervention specialists and other support staff are being used on your campus to meet this expectation.</p> <p>-participate as the administrative team in weekly meetings with the principal and assistant principal</p> <p>-provide staff development for teachers on a 7 day rotation</p> <p>-provide staff development for teachers daily in classes by modeling and co-teaching</p> <p>-provide staff development for teachers in after school sessions</p> <p>-Lead the Literacy Team, the Math and the</p>						

12	Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators SISes Teachers TOSAs for ESOL and RtI	Eloise Hambright-Brown	At Risk Rosters Notes from meetings to discuss these students and the needs	TAKS, DRA 2, TELPAS, OS data, NRT data
Required						
State and Federal						
<p>Materials include: manipulatives, literacy materials, TAKS support materials, reciprocal teaching kits, singapore math materials, extended day (possibly)</p> <p>Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.</p> <p>Math & Science Manipulatives and Literacy Library materials will be used by classroom teachers as a part of good first instruction and as intervention in Phase 2 of the SBISD RtI initiative. TAKS Practice materials will be used in the weeks leading up to the TAKS test in grades 3,</p>						

13 Required	Develop, monitor, and evaluate campus volunteer/partnership programs that include: · recruitment · training/support · recognition of volunteers/partnerships	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T	Principal Mentor/volunteer liaison	St.Thomas Pres Christ Memorial Lutheran FamilyPoint Resources	List of students who need mentors Mentor/mentee matches Schedeled orientation and start time for mentoring (october) Check to ensure all mentors have started	Students and Student's parents complete a questionnaire at the end of the year
Local	We will continue our strong mentoring program in collaboration with St Thomas Presbyterian and Christ Memorial Lutheran churches. They will attend district training as well as orientation at the school. We will have a spring luncheon in appreciation - as well as doing little things through out the year such as valentines cards, candy treats, notes from their students.	<input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP				

14 Required	(Title II, A&D) Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T	Administrators SISes Committee chairs ESOL TOSA RtI TOSAs Librarian	Admin Team CIT Team Leaders	Calendar of weekly meetings, 7 day rotations and extra trainings through out the year	Implementation Survey TAKS, DRA 2, TELPAS, OS data, NRT data
Federal	<p>* vertical alignment - done by literacy team, math and science committees. Committees meet at least twice a semester and more if needed.</p> <p>* instructional strategies to meet the needs of diverse student populations - staff development for refining small group instruction, implementing ELPS, GT support group meeting, phase 2 of RtI with reciprocal teaching and singapore math</p> <p>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy - carefully chosen worthy integration into the day so that we are not using technology just for the sake of using it...technology committee to oversee</p> <p>* TAKS testing - done by testing coordinator modeled after the district training with the PPT</p>	<input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP				

15	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.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators SISes Committee chairs ESOL TOSA RI TOSAs Libraria	Janette Plemmons SISes Admin Team	Calendar of weekly meetings, 7 day rotations and extra trainings through out the year	Implementation Survey TAKS, DRA 2, TELPAS, OS data, NRT data
Required						
Local	All the above activity describes this as well as our book study of Love and Logic.					

16	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators team leaders SISes Librarian	Admin Team Sue Bryant Lynda Maxwell	Observation Discussions with teachers to check in	Observations PDAS evaluation
Required						
Federal	We only have 2 new teachers to SBISD and both are experienced teachers. They each have a mentor. The SISes will give them extra attention at the beginning to determine level of support they will need.					

17	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.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Librarian Teachers	Linda Buchman Melissa Wiland	Count on the website Anecdotal record of mention of our website	Able to fill positions with highly qualified personnel Data regarding teacher turnover
Required						
Federal	Keep website and blog updated with interesting and relevant information.					

18	<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>Discussion at CIT and PTA board meetings to plan trainings that meet needs of staff and parents.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators SISes Librarian Counselor	PTA officers, CIT, Adminstrators	Meeting agendas calendar of meetings Sign in sheets	Training evaluations Parent evaluation or survey
----	--	---	---	-------------------------------------	---	---

19	<p>PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>This activity for PK and elementary schools only.</p> <p>District PK-K teachre colleague visits to align curriculum PK-K teachers visits to observe classrooms Trhsition visits from PK-K - we invite Wildcat Way for a morning PK/Kinder Roundups - at school, at the apartment party room and at the Nottingham Forest Mother's Club meeting in January.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators SISes PK/Kinder teacher	Tim Ashford Sharee Cantrell	Meeting and observations scheduled Round up fliers	Round Up Sign in sheets Observation notes
----	---	---	--	--------------------------------	---	--

20	<p>(Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <p>a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Curriculum and instruction for G/T students d) Assessing social and emotional needs of G/T students</p> <p>e) Creativity and instructional strategies for G/T students. - Our GT lead teacher, Becky Maddox, will schedule support group meetings for our GT teachers to meet and share ideas at least once a nine weeks.</p> <p>Select at least one area of focus from the list and describe how you will implement this on your campus.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	administrators GT lead teacher Librarian	Lynette Breedlove	Meetings Scheduled	Meeting agendas Observation of strategies implemented Report of ideas shared and tried
----	--	---	--	-------------------	--------------------	--

21	(Gifted and Talented) In collaboration with specialist in content areas, implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.	<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	Administrators GT lead Teacher Librarian	Lynette Breedlove TAGT Conference	Meetings scheduled	Report of ideas shared and tried
Required						
State	Same as above - our GT support group meetings will deal with this by discussing, sharing ideas and supporting each other.	<input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP				

22	(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 type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	GT lead teacher Counselor Teachers	Lynette Breedlove	Screenings scheduled Flier for parent meeting	Screenings analyzed Meeting sign in sheet
Required						
State	Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. Complete the screeners and analyze for possible testing. Also use the results of the 2nd grade standardized testing to help identify students who may need to be screened for GT.					

23	Coordinated School Health (CSH) and CIP: 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"/> 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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators C-SHAC - chaired by health fitness teachers	Rebecca Fuchs	Meetings scheduled Activities scheduled	School Health Index Complete and turned in on time
Required						
State						