

**Student Performance**

**Campus Goal:** Develop, implement, and monitor plans which will lead Landrum in becoming an Exemplary campus.

**Campus Objective:** Landrum Middle School will become an Exemplary campus.

**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	Landrum Middle will provide a summer camp for incoming 6th, 7th and 8th graders relating to academic preparation for the 2010-2011 school year. This would include transportation..	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" 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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Counselors Assistant Principal Lead Pre-AP teachers	ARRA- 7000.00	Students enrolled in the program	Students enrolled the summer program will be successful in their 1st nine weeks reporting period. Student projects and presentations, student survey.
2 Required  Federal	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 checked="" 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 type="checkbox"/> CSP	C & I Division Content/ Program Directors Campus Principal	SCE FTE's Administrative Staff	benchmark/ released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/ retention data

3	Landrum Middle will continue the Spanish CBE/AP program where 100% of the 8th grade students have the opportunity to gain Spanish HS credit those that advance have the opportunity to study advanced Spanish in preparation for the advanced placement exam.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" 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	Counselor Prinicpal Assistant Principal	Title 1 1000.00	Total number of tested students in CBE	Results in CBE Participation in after school Spanish program AP scores for students who take the language exam
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4	Landrum will continue to offer transition activities to the elementary feeder schools, and this will provide continual opportunities for parents and potential students to be involved at Landrum prior to 6th grade. Landrum will provide a minimum of 6 different 5th grade transition opportunities for students and parents at Landrum Middle School.	<input type="checkbox"/> CNA <input 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 type="checkbox"/> CSP	Counselors CIT	199 funds	RSVP invitaitons School willing to participate	Number of students choosing to attend ditrict charter schools
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5	Incentive committee will reward students who accomplish academic and behavioral goals. Incentives will be data based with predetermined and published guidelines. Incentives will be every 4 weeks	<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 type="checkbox"/> CSP	Incentive committee chair grade level representatives	Activity funds	Studnets response to incentives via survey	Number of students who quality for schools based incentives
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6	Writing /reading across the curriculum for all students: concentration with low SES students, ELL students, Special Ed. inclusion, and all ELA classes.  Professional Development: Stephanie Harvey October 23rd, 2010	<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	Assistant Principal Counselors SIS	4000.00 title 1	Fall 10/ Spr 11	Implementation of writing journals/ readings
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7	Language Arts, Math, Science, Social Studies will plan as grade level teams and departments on a weekly basis  Team meetingsd	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators DC's Math/ ELA SIS Teachers	SBISD curriculum guides Curriculum resources DDI information	Team meetings notes Lesson plans Teachers goals CWT	Summative Evaluations Student TAKS performance
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8	Summer reading program: All grade levels will have required reading Parents and students will be called on a regular basis reminding them of the summer reading program (call out system) Books may be checked out from LMS over the summer	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" 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 checked="" type="checkbox"/> CSP	Principal Assist. Principal Language Arts teachers	ARRA 2000.00	Phone calls from studetns/ parents Books checked out over summer Flyers	Increased TAKS reading proficiency to 90% language art classes
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9	Continue to implement and expand integrated learning systems (Odyssey, Ignite, Read 180, Jiji )	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" 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	Principal SIS Technology SIS Math Teachers ELA Teachers History Teachers Science Teachers	ARRA 7000.00	weekly lessons plans technology goals for the classroom	Computer lab use Pre and Post evaluation list
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10	Continue monthly grade level meetings with teachers and administrators for news/events/student celebrations and focus areas. Included with grade level teacher meetings will be grade level student meetings so that the school mission is continuously communicated to students.	<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	Grade level principals	None needed	monthly schedule Agenda inclusive of teacher requests	Minutes from meetings End of year grade level survey
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11	Use of Advisory Period for science, math, history and reading instruction and provide instructional materials to assist students to accelerate learning.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" 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	Principals, Assistant principal Math SIS ELA SIS	District accountability office, Eduphoria	District benchmarks Released TAKS	TAKS passing rate, Spring 2011
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12	Grade level teachers will plan together, implementing the curriculum, and analyzing TAKS/benchmark data	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principals, Assistant principal DC Teachers	district curriculum	Teacher appraisal goals Active participation Formulation of daily lesson objectives Lesson plans C.W.T.	Implentation survey Benchmark data Tecahers appraisals
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13	<p>The Landrum DDI Cadre will plan and focus the campus instructional initiatives for the 2010-2011 school year. All members will work together collaboratively throughout this 5 year initiative. The Landrum DDI Cadre will provide review.</p> <p>Classroom instructional supplies for active learning. Professional development literature, student manipulative, objective strips, student dry erase boards</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	DDI Cadre Principal assist principal	District C& I office	Lesson plans CWT Walkthrough	Walk throughs
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15	<p>Campus team building activities</p> <p>Departmental team building activities</p> <p>New teacher team building activities and provide student team building activities</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	Principal DC	199 funds	Promotion of team bldg. activities	Attendance of team building activities
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16	Weekly meetings with the following leadership groups: Admin. team SIS Counselors DC's	<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 checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal SIS DC Counselors CIT		Numbers of meetings held	Agenda, minutes
17	Continue summer ELL camp for 3 weeks in June. Students will be engaged in rigorous course work in preparation for the upcoming school year. *Manipulatives will be used *Integration of technology *Rich literature experiences SIOP strategies GLAD strategies	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" 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	Principal Assitant Prinicipal Counselors CIT	ARRA 1250.00	Increase in ELL academic progress	Increase in advanced TELPAS scoring
17	Use Eduphoria to determine student needs for small and flexible grouping	<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	Teachers SIS	Eduphoria	Eduphoria review session for staff	Teachers have data for data meetings

18	Provide additional staff member to reduce the class size and provide additional acceleration to the students.	<input type="checkbox"/> CNA <input 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 type="checkbox"/> CSP	Principal CIT	Title 1 122,268	Student academic growth, Benchmarks, TAKS, and report cards.	Spring TAKS results/CBQ results
19	Provide staff development and materials to the staff of the implementation of the campus initiative for student academic improvement, Substitutes will be provided if needed. Staff devleopment may include but not limited to: Instructional Models RTI Anchor Charts /word walls	<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	Principal SIS Department. chairs	Title 1 6500.00	Monitor the implementation and effectiveness.	Review TELPAS results
20	Teachers will be provided with staff development on small group instructional strategies to increase student learning.	<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	Principals Dept. chairs SIS	Grant-MMGW	Walk through, lesson plans	Review and monitor CBQ, test scores, TAKS scores.

21	<p>Students will each receive an agenda book where they will learn how to plan for their academic work, will write daily objects for classes, will write down dates for test and projects. Parents/teachers will be able to use the agenda book as another way to communicate with each other.</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	AP's	Title 1 funds	every grading period students will be reviewed	Grades, CBQ, TAKS
22	<p>Supplies and material will be available to teachers for classroom use for instruction and projects. Technology integration as part of are plan will require technology equipment such as computers, cameras, head sets and other peripherals.</p>	<input checked="" 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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, SIS teachers	Title 20,000	Progress reports, report card, CBQ will be reviewed periodically	Benchmarks, tests, TAKS, and TELPAS
23	<p>Educational magazine subscription will be purchased to provide additional reading resource to teachers to use with their students.</p>	<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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SIS teachers	500.00 title 1	Provide currenrt periodicals to students (current events)	Benchmarks, assements

25	Library books and materials will be purchased for students to have a variety of genre to select from for their reading selections	<input type="checkbox"/> CNA <input 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 type="checkbox"/> CSP	Librarian teachers	title 1 5000.00	Provide a variety of school student can use, check out and read.	Increase lexil levels based on spring Taks scores
26	<p>Create an after school program that supports the four core areas ( math, Science, Social studies and Language Arts), the social growth for at risk students and community based learning. Technology integration will also be incorporated in the after school program with the use of Ipods, laptops and computer software and other technological peripherals. Additional supplies, and transportation for the afterschool school program will be provide based on the activities provided.</p> <p>This is also part of our Outside Enrichments Activities.</p>	<input checked="" 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 SIS grant coordinator teachers	ARRA- 52,790.08	Progress reports, report card, CBQ will be reviewed pwriodically	Students data in the 4 core areas will be evaluated.
27	Provide student the opportunity to experince offerings from the museum to assist student in their understanding of the science TEKS	<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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, SIS, Teachers	Museum of natural science service contract Title 1 1000.00	Check point test of the material covered	Benchmark and Taks results

29	Provide staff development opportunity to learn how to increase the rigor and relevance of our curriculum, in addition to the integration of technology within the school.	<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	Principal, SIS,	5000.00	CBQ's Teacher made test Semester exams	TAKS
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30	Provide teachers with a supplies for the color poster printer system to create instructional visuals in the classroom such as, post test taking tips, create graphic organizers, create charts and graphs, KWL chart.	<input checked="" 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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal SIS Teachers	Title- 1000.00 supplies	Provide students with colorful and larger instructional resources	Increase in results on TAKS
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**Student Performance**

**Campus Goal:** Provide monthly activities that will make students aware of college programs.

**Campus Objective:** Landrum Middle School will increase student awareness of college programs.

**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 Provide weekly college trivia questions for students to increase their knowledge about colleges and Universities	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" 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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Librarian	P.A System	Weekly participation of students	End of year survey regarding student's awareness and goal setting for post-secondary education
2 Create College room in the Library with college and university information.	<input checked="" 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 type="checkbox"/> CSP	Librarian Teachers Counselors Principals	Grant- MMGW	Number of students visiting college room	End of year survey regarding student's awareness and goal setting for post-secondary education

3	Continue to display college and university flags along the main halls of the school along with basic facts of the college or university.	<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	Teachers Librarian Cust	Grant MMGW	Provide a college ready environment	End of year survey regarding student's awareness and goal setting for post-secondary education
4	Provide study trips opportunities such as: opportunities for students to attend a college/university campus visit.	<input checked="" 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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Counselors Teachers Custodian	Grant 500.00	needs assessment	End of year survey regarding student's awareness and goal setting for post-secondary education
5	Provide teachers the opportunity to attend professional staff development on college readiness and rigor-	<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	Principal SIS teachers	Title on Staff devevelopment	Review number of student currently in Pre- Ap classes	Provide campuss staff development for all teachers. Monitor students grades and number of students in pre AP classes

6	Student will be provided the opportunity to attend the district College Night. Students will be able to get specific college information and financial aid information	<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	College committee	Local funds	Needs of students	Number of students participation at the event
7	College Door decorating Contest- It will give students a base knowledge of the different colleges available for them to attend.	<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	College committee	local	Create college awareness	Number of students participation in the contest
8	College Door decorating Contest- It will give students a base knowledge of the different colleges available for them to attend.	<input checked="" 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 Counselors Assistant Principal	College T-shirts from colleges	Monthly counting of how many students wear college T-shirts vs. LMS spirit T-shirt	End of year survey regarding student's awareness and goal setting for post-secondary education

Provide daily activities during Go Get it Week in February.	<input checked="" 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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Counselors Teachers	local	College awareness	Number of activities and number participated
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**Student Performance**

**Campus Goal:** Provide daily learning opportunities which will reinforce and promote ethical and character development.

**Campus Objective:** Landrum Middle School will create a learning culture/climate which promote ethical and character development as well as social emotional learning.

**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 Teachers will provide ethical and character development lessons (SEL) during Advisory period.	<input checked="" 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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SEL committee	Local	Weekly evaluations of ethical and character lessons	End of year student discipline report.
2 Continue with incentive committee	<input checked="" 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	Principal Incentive committee	local	Monthlky student attendance with incentive program	End of year student incentive celebration, student attendance

**Student Performance**

**Campus Goal:** Programs and activities will be developed throughout the school year to encourage and increase student participation by 10% in extracurricular activities.

**Campus Objective:** Landrum Middle School will provide all students with many opportunities to participate in school-sponsored, extracurricular activities.

**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  Provide opportunities for students to participate in an enrichment after-school program.	<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 SIS teachers	ARRA funds	Surveys	Number of student participation- base line 10-11
2  Landrum will provide students with the opportunity to participate in the Kickstart program after school and during summer school.	<input checked="" 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	Kickstar Instructor	Stimulus fund 15000.00	Number of students enrolled in program	Number of students participating and number of students moving up to a different color belt.

Surveys

**Safety**

**Campus Goal:** Safe and secure plans will be developed, implemented, and practiced daily to ensure a safe and civil environment for all learners.

**Campus Objective:** Landrum Middle School will promote a safe and civil environment for all learners and community members.

**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>
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1	Landrum Middle will provide a safe and nurturing climate for all learners. Adult visibility will be one of the key elements to increase a climate of safety. Along with visibility the faculty and staff will work with a small group of students to create positive adult/student relationships. The SWEEP program will be in place to help achieve this goal.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Counselors CIT members	Advisory	student surveys parent surveys teacher ability	total behavior incidents total discipline referrals
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**Operations**

**Campus Goal:** A plan will be developed and monitored to ensure that stakeholders provide input and direction on budgetary needs.

**Campus Objective:** Landrum Middle School will continue to include all stakeholders with a staff needs assessment and leadership groups to determine campus budgetary needs.

**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 The CIT, Administrative team, and DC's will work with campus administrators to prioritize the campus budgets. For example: Title I, Stimulus and local money	<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	Administration CIT Department chair	Budget reports	professional development by campus	Final budget Title I portfolio Staff survey Paren Survey

**Community**

**Campus Goal:** Monthly activities will be developed so that students, parents, and community members can come together to engage in activities that will promote learning.

**Campus Objective:** Landrum Middle School will increase the level of participation of students, parents, and community involvement throughout the year.

**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 Landrum will continue to support its Parent Involvement through monthly activities/Supplies	<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	Principal Asst Prin. Teachers	Title 1 ARRA	Agendas	Sign in sheets
2 Provide ESL/computer classes for parent engagement	<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	Principal	350- title 1	Parent Involvement needs assesment	Number of parent involved in the classes, completion rate

3	Continue with the Landrum Community Walks: a minimum of 1 in the fall and 1 in the spring  Based on Rick DuFour's model of professional learning community involvement and Lynn Anderson.	<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 type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	CIS Principal AP's CIT	Local	Volunteers to attend the after school community walk	Parent volunteers recruited from the community walks Number of families visited.
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4	Provide parents resources that will help them in their child's education	<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	Principal SIS Teacher	Local FUNDS	Parent meetings	Number of parents receiving information/ sign in sheets
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5	PIQE program will be provided to our parents along with other educational resources.	<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	Principals Grant Coordinator CIS	over a 2 year period	Pre test will be given to parents to see at what level they are coming in at.	Post test will be given to see the acquired knowledge.
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**People**

**Campus Goal:** A marketing plan will be developed in order to attract a highly-qualified staff and offer continued professional development. Staff accomplishments will be celebrated regularly.

**Campus Objective:** Landrum Middle School will recruit and retain the best staff members by recognizing excellent service and providing opportunities for professional growth.

**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 Teacher Incentive committee will develop marketing Plan for retention of staff	<input type="checkbox"/> CNA <input 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 type="checkbox"/> CSP	Teachers	Donations	Review retention rates of the past	Marketing plan developed
2 Landrum teachers will have the opportunity to expand their technology training on campus through the instructional specialist. 75% of the LMS technology development will be provided by LMS Librarian. Staff surveys will be conducted to completely address curriculum needs of the Landrum learning community.	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Librarian Adminsitration DC'S	Courses offer at LMS	Technology goal for all staff members 3 hours required training	Total number of teachers attended training  Technolgy survey

**Campus Goal:** Procedures and processes will be in place to monitor the implementation of Federal and State requirements, mandates, and laws.

**Campus Objective:** Landrum Middle School will adhere to all Federal and State requirements, mandates, laws, district policies and regulations.

**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  Federal  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.  Safe and drug free schools program will be evaluated The following are areas where we receive state or federal funds Title I.ARRR, St. Comp, Title IV At risk.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" 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	Principals, counselors	Safe and free school guidelines	Review prior years data set base lines	Measure performance based on base line data

2 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 checked="" 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	Director Language Arts Campus Principal Language Arts SIS Reading intervention support staff	Comprehension Toolkit C&I Portal Teachers & Admin Staff \$xxxx- Title IA -211	Running records Miscue analysis Reading inventory Mid Year Reading Levels	Spring CBQ's- reports cards, TAKS results
	Local	Monitoring of students on Eduphoria along with looking a group data. Stephanie Harvey will provide staff development for staff to improve data.				

3 Required	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.	<input checked="" 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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Campus Principal Campus school improvement specialists Campus intervention support staff	\$8448At Risk Funds-199 SPED Teachers	accelerated instruction plan, benchmark/ released TAKS data, service logs, progress reports, report cards, confrence records	Spring district / state assessment data, promotion/ retention data, report cards
	State	All SSI students are placed in an intervention program. They are monitored by the SIS's and teachers. Progress reports, report cards, CBQ and check point test are monitored. Students are conferenced with to share progress.				

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 weekly meetings. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. TShare technology integration through grade level meetings. Dept meeting provide oportunities for teacher to share instructional strategie.s	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" 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 checked="" type="checkbox"/> CSP	Principal & Asst. Prin Instructional Leadership team Technolgy Team	Instructional Tech Dept. School Improvement Spec Technolgy Funds \$3713- Tech -211 \$850.- Tech-199	Evaluate the level of technolgy integration per semester lesson plans per semester. Documentation for examining levels of intergration and training	* End of Year data analysis as compared to previous year's data
			Local				

5	Required	(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.  Red ribbon week activites, No Place For Hate, Bullying Interventions programs, SEL lessons	<input checked="" 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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	\$xxxx-xxx- Title IV Funds SDFSC Staff Reg IV Tobacco Pre- Spec Community Professionals	Parent and Student Referrals & teachers referrals monthly, lesson plans weekly.	PEIMS 425 Incident Report Yearly analysis of Prof Dev Evaluations Yealry analysis of Staff Survey
			Federal				

6	Required	Promote parent and community involvement in TAOD (tobacco, alcohol and other drugs) and violence prevention programs/ activities.  Involvement of Red Ribbon Week activites with the parents, Parenting classes through CIS. Intervention programs to help parents through CIS and other agencies.	<input checked="" 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	SDFSC Campus Facilitator Prinicipals	SDFS Staff Local Law Endorce Off Community Professionals Parent Involvement Funds \$xxxx-Title IV-204 \$200--199	Agendas, Sign Ins per training Training Evaluations per training	Participant Rosters Program Calendar Parent Evaluations Surveys
			Federal				

7	(Safe & Drug-Free Schools) Provide professional development based on level of expertise and need in the following areas:	<input checked="" type="checkbox"/> CNA	SDFSC Campus Facilitator	SDFSC Asst Admin Region IV	Calendar of in service Dates Fall & Spr	Attendance Rosters
		<input checked="" type="checkbox"/> SRS				
Required	* Bullying Prevention	<input checked="" type="checkbox"/> QS	Counselor	Community Professionals	Agendas, Sign Ins per training	Prof Dev Evaluations
	* Violence/conflict resolution	<input checked="" type="checkbox"/> PD	Specialist	Anti-Defamation League	Training Evaluations per training	PEIMS 425 Incident Report
Federal	* Recent drug use trends	<input type="checkbox"/> PI	Teachers	\$500.00- Counselor-199	Lesson plans weekly	Staff Survey
	* Prevention Curriculum training	<input type="checkbox"/> T	Assistants	\$500- Title IV		
	* No Place for Hate	<input type="checkbox"/> TDA				
	* CARES	<input type="checkbox"/> MTA				
	* SEL	<input type="checkbox"/> AQT				
	* Developmental Assessts	<input checked="" type="checkbox"/> CSP				
	* Love and Logic					

8	(SPECIAL EDUCATION)	<input type="checkbox"/> CNA	Principal	Campus LRE ratio per grading period	Log Tracking per log entries required LRE campus ratio	LRE campus ratio annual report
		<input checked="" type="checkbox"/> SRS				
Required	· Monitor LRE ratio	<input type="checkbox"/> QS		Sped ED Admin Team		
	· Develop campus capacity to support inclusive programming for students with disabilities	<input checked="" type="checkbox"/> PD		Intervention Salaries-211		
FederalcA	· Evaluate campus LRE ratio	<input type="checkbox"/> PI		\$1057.00 SPED -199		
	<b>Describe what is being done on your campus to promote or increase inclusion.</b>	<input type="checkbox"/> T				
	The following program are currently being used to make sure that we are promoting and increasing inclusion practices:	<input checked="" type="checkbox"/> TDA				
	Co teach model	<input checked="" type="checkbox"/> MTA				
	Flexible grouping	<input type="checkbox"/> AQT				
	small group	<input checked="" type="checkbox"/> CSP				
	scheduling					

9 Required	<p>Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p>	<input checked="" 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	<p>Campus Administration  Diagnostician  Sped Ed Campus Support Staff</p>	<p>ARD process  Sped ED Admin Team  Account/ Research Dept.</p>	<p>Initial Benchmarking, where applicable  Fall Special Education meetin monthly per meeting</p>	<p>Annual analysis of Campus special ed students state testing results will respect to the percentage of students paricipating in each testing program and those masterig the test.</p>
Federal	<p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments? Our data demonstrate that we had a larger percent of accuracy measurement in determination of testing protocols for students.</p>					
	<p>Describe how you will improve this process on your campus this year. At the end of last year teachers development a monitoring sheet based on the recomendation for testing protocols and wrote down intervention that were used and recomendation for the following years.</p>					

10 Required	<p>Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p>	<input checked="" 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	<p>Speech Path  Diag  Diag Teacher  Counselors  Campus Administraion</p>	<p>STAT Referral Action Plans  &amp; documentation  Educaid Report  Spec Ed Admin Team  Account/ Research Dept  Confrences-211</p>	<p>Meeting agenda per meeting  Compilation of reports and child find info. Logs with summary of timeline issues monthly.</p>	<p>Analysis of annual appraisal report for baseline in referrals and corresponding "hit rate", i.e compare 2009-2010 and 2010-2011changes</p>
Federal	<p>What is your campus plan and timeline to meet this expectation.  Before school: staff development provided to all staff members  Weekly with administrators  Sept- Dec Sp ed department meeting for updates  Dec- May- as need to meet the needs of testing window</p>					

11 Required  State and Federal	(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  Describe how school improvement specialists, intervention specialists and other support staff are being used on your campus to meet this expectation. SIS provide assist to their teachers to include providing staff development, modeling to make sure we are meeting the needs of all students. SIS meet weekly with administrators. We also have district Support pesonnel that work closely with our SIS's to assist in building teacher capacity.	<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 School Improvement Specialist	SCE FTE'S \$XXXX-At Risk-199 Intervention Specilaist SIS	Obs. S., DRA/EDL,QRI-fall & md year Released TAKS fall Benchmark 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Emg Acquisition Measure periodic	Annual IPT TAKS TELPAS Reacing End of year report cards Spring Benchmarks
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12 Required  State and Federal	Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)  Materials include: manipulatives, literacy materials, TAKS support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Plato, Larsens Math, Fast Math  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.	<input checked="" 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 Team Leader School Improvement Specialist Intervention Specialist	Summer School Sped Ed teachers- Grant Funds LEP Funds 12,000- \$3968-199 budget	Aware data Released TAKS fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports weeks before each report card Eng Acquisition Measure periodic Identify At Risk students fall	Annual IPT TAKS TELPAS Reading End of year report cards Spring Benchmarks
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13	Required	Develop, monitor, and evaluate campus volunteer/partnership programs that include:	<input checked="" type="checkbox"/> CNA	Principal	Vol / Partnership Office	Sign Ins & hours per campus visit	Ennd of year increase in # of volunteers/ partnership from 09-10
		· recruitment	<input type="checkbox"/> SRS	Asst Prin	Vol. Partners/ Partnership	Ongoing increase in # of Volunteers per nine weeks	
Local		· training/support	<input checked="" type="checkbox"/> QS	Campus Partnetship Liason	SASI	Mentors/Mentee & Tutor/Tutee sucess through review of volunteer interventation with students:	End year increase in # of hours of volunteers Satisfaction survey of teachers and volunteer /partnership representative and evaluation of volunteer/partnership programs(tied, where applicable to campus/ district survey.
		· recognition of volunteers/partnerships	<input type="checkbox"/> PD	Campus Volunteer Liason	Vol. Partnership Database	Attendance	
		Complete this activity by describing how you will meet this expectation on your campus. Counselors provide the contact site for our campus- they meet and coordinate with ours mentors and partners. They provide recruitment and retention strategies. As a celebration of their association with Landrum they are joined in a breakfast celebration in the spring.	<input type="checkbox"/> T	School Improvement Specialist		Discipline	
			<input type="checkbox"/> TDA			Academic Progress	
			<input checked="" type="checkbox"/> MTA			per semester per student served	
			<input checked="" type="checkbox"/> AQT				
			<input checked="" 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 checked="" type="checkbox"/> CNA	Principal	\$xxxx-199	fall & md yr	Implementation Survey
		* vertical alignment	<input checked="" type="checkbox"/> SRS	Assistant Principal	Content Area Directors	Benchmarks, Report Cards 9 weeks	
Federal		* instructional strategies to meet the needs of diverse student populations	<input type="checkbox"/> QS	Team leaders		Progress Reports 3 wks before each report card	Teacher Survey
		* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy	<input checked="" type="checkbox"/> PD	School Improvement Spec.		Released TAKS fall	Teacher Appraisals
		* TAKS testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math.	<input type="checkbox"/> PI	Intervantion Specialist			Student Survey
		* DDI	<input type="checkbox"/> T				Report card
		* Co-Teach Training	<input checked="" type="checkbox"/> TDA				TAKS
		* Small Group Instruction	<input type="checkbox"/> MTA				
		* This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.	<input type="checkbox"/> AQT				
		Staff development opportunities will be provided to staff members. The opportunities will include but not limited to Begining of school staff devleopm, faculty meeting , grade level	<input checked="" type="checkbox"/> CSP				

15	Required	Local	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 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 checked="" type="checkbox"/> CSP	Principal Assistant Principal School Improvement Spec. Intervention Specialist	Curriculum Directors DDI trained teachers \$xxxx-Prof Services-211	Calendar Fall and Spring Walk-thru documentation per semester	End of Year PDLC Reports Summative Evaluations
			Administrators and staff member will develop staff development framework to focus on the campus initiatives and their own personal growth within their subject matter.					

16	Required	Federal	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.	<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 checked="" type="checkbox"/> CSP	Principal & Asst Prin School Improvement Spec Intervention Specialist Mentors Team Leaders	\$xxxx-ARRA- Mentoring -HR Dept Coordinator for Teachers Induction and Retention No Child Left Behind	Team Meeting minutes per meeting Campus Mentor 's Log weekly Campus meetings minutes-monthly Dist Mentor/ Menterr Calendar Fall/ Spring	End of year Mentor/ Mentee Survey and /or Reflections
			New teachers on campus will be support by providing meeting times as a whole group and individual meetings with their mentors. The principals will have bi weekly meetings for the first semester with all new teachers to Landrum.					

17	Required	Federal	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 checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Assist Prin Instructional Leadership Team Team Leaders Technology Team Classroom Teachers	School Improvement Spec Human Resources Coordinator for Teacher Induction and Retention No Child Left Behind	Job fairs - Spring Update Wbsite- Fall/ Spring	Applications submitted Personel Roster
			Retention practices are on going all year. Recruitment strategies will be in place was we know of possible opening that might come open. Principals atten recruitment fairs to start to recruit staff members to have people ready to hire if we have openings.					

18	Required	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.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Assist Prin Parent Involvement Comm Instructional Leadership Team CIT Intruactional Leadership Team Leadership Team	Ext Fund/ Compt Dept PTA Funds	Agendas, Sign Ins, Minutes per planning meeting Calendar, Agenda , Sign Ins per training session	Training evaluation Parent evaluation or survey
	Federal	Staff members will be provided with staff development that focuses on increasing the support we can build from our parents. Teachers are involved in our PTA, Parent meetings and staff development provided to our parents.					

19	Required	Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction.	<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 checked="" type="checkbox"/> CSP	SBISD School Age Parent Program Staff Campus Principal Campus nurse CIS SVS Campus guidance counselor Camous social worker	Campus budget allocation (general, Title funds)	benchmark/r eleased TAKS data, service logs, progress report, report cards, attendance/ completion data	Completion/ dropout data, graduation rate, attendance data, state student assesment data
	State	this activity for middle and high schools only.  The nurse , coueslors and administartors join forces to assits any student in this situation. We also receive District support in this area.					

20	Required	(Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: 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 e) Creativity and instructional strategies for G/T students.	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" 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 checked="" type="checkbox"/> CSP	Prinicpal Assistant Principal G/T Administrator School Improvement Specialist Counselor GT Liason	G/T Consultants Refion IV G/T Dir Houston Area Coop on G/T Differentiated Curriculum Confrences \$xxxx-199	Certificates of Attendance for G/T per session G/T Prof Dev Sign in per session Teache r walk through observations per each wal through DDI walk through	G/T Professional Development Records for each employee Select from suggestions Evidence of Implementation Array/ PD Survey Teacher Array / PD Survey Teacher Appraisals/ Teachers walk through observations.
	State	B) Assesisng and identifying G/T students needs This area would be our area of focus this year. Teacher meetings with be conducted with the counselor to see how can we service these students.					

21	Required	(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 checked="" type="checkbox"/> CNA <input checked="" 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 checked="" type="checkbox"/> CSP	Principal Assistant Principal School Improvement Specialist Classrooms Teachers Counselor GT Liason	Dir of advanced Acad Studies Teachers School Improvements Spec GT Librarian PGP funds-199	Lesson Plans-weekly Report Cards-9 weeks Curriculum Outline-quarterly Benchmarks-9 weeks	End of year report cards TAKS scores District of campus evaluation surveys
	State	Teacher who serve these student will meet with the SIS to develop avenues to assist teachers in the development of a differentiated curriculum.					

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 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	Principal Asst Principal Counselor District Personnel Principal	G/T sScreening Proc, Manual Tx State GT Educ Plan Dir. Adv Acad Studies Distric Personnel Parents/Teachers/Staff G/T program descriptors \$xxx Misc-199	Student nominations- per district GT calendar G/T participation rosters- per semester Ethnicity reports-per semester Screening results per Dist calendar Student nominations Parent participation Sign in sheets	Student nominations- per district GT calendar G/T participation rosters- per semester Ethnicity reports-per semester Screening results per Dist calendar Student nominations
	State	Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.  Parent meeting is held every semester to keep parents informed of the GT process					

23	Required	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 checked="" 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	Principal Parent Involment Comm CIT Title I cONTACT	Ext Funding Compliance Department \$XXXX-aCTIVITY FUND \$XXXX-211	Flyers Agendas Sign In sheets Minutes Parents Comments Sign Compact	Final revised compact signed compact Compact usage data
	State						

24	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 · share compact with parents and document	<input checked="" 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 checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal AP Title I Contact	Title !	Flyers Agendas Sign In sheets Minutes Parents Comments Sign Compact	Number of parents attending Parent evaluation or survey
		This activity is for Title I campuses only.  Complete this activity by listing when and how this document will be completed and shared with parents. Is a copy included in Title I Portfolios? YES				

25	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 type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principals counselors CIS	Title, ARRA, Local	Needs assessment Feedback from parents Review data from last year	Number of meeting and events Number signed in
		This activity is for Title I campuses only.  Community walk Community event for Open House Active CIS which provides many resources to our parents Active counselors which talk to parents as partners in their child's education Phone call out to keep parent informed on events Welcoming atmosphere on the campus Monthly parent meeting at 2 different times Parent computer classes				