

Student Performance

Campus Goal: MHS will be an exemplary school with an enriched and relevant 9-12 curriculum that promotes creativity, critical thinking, and achievement.

Campus Objective: Increase the number of students having a successful freshman year and work to improve instruction for all students.

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 Using 8th grade TAKS data, assign students who did not pass the 8th grade reading test to a reading class. If these students did not pass the 8th grade math TAKS, they will be placed with the same teacher for this reading class.	<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	9th grade counselor, administrative principal	district materials and supplemental materials as necessary	student data - TAKS, CBQ, report card - 2009-2010; monitor student reading success throughout the year	CBQ, TAKS, course scores, number of students passing Algebra I
2 Ensure that all algebra I teachers have the same conference period in conjunction with freshman study hall, so that they may tutor their students and work with colleagues	<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	administrative principal, assisstant principal for instruction and assessment, math SIS	district and teacher-made materials	student data - 2009-2010; monitor progress throughout the year; tutorial sign-in sheets	CBQ, TAKS, course scores; tutorial sheets; number of students passing Algebra I

3	<p>Create a trailer course for algebra I students who were not successful during the first semester</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>administrative principal, Algebra I teachers, math SIS</p>	<p>supplemental materials as necessary</p>	<p>class is created based on 1st semester grades, CBQ's and TAKS data</p>	<p>number of students who pass the first semester of Algebra I</p>
4	<p>Conduct regular feedback walkthroughs to coach teachers as they continue to implement the DDI skills so that they provide enriched and relevant instruction that actively engages all students</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>principals, SIS</p>	<p>SBPDAS resources</p>	<p>wrote i[s describing observations during walkthroughs using SBPDAS format through Eduphoria Appraise</p>	<p>teachers routinely use DDI practices as evidenced by observations in unannounced walkthroughs; summative conference</p>
5	<p>Refine teacher training on Eduphoria Aware and on Skyward in order to identify economically disadvantaged students so they know to provide extra support to these students even when they are resistant.</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, counselors</p>	<p>Eduphoria Aware, Skyward</p>	<p>student data as contained in Skyward and Aware</p>	<p>monitor success of economically disadvantaged students during the year; number of students who pass courses taken</p>

6	<p>Create a special Algebra I class for all students who did not pass the 8th grade math TAKS. This class will be during 3rd period, so students will have extra time during activity period. These students will also have their freshman study hall with their math teacher. If these students also did not pass the reading TAKS, they will have this teacher for the reading class also.</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>9th grade counselor, administrative principal, teacher certified in math and ELA</p>	<p>district resources and supplemental resources as necessary</p>	<p>student data 2009-2010; monitor student progress during the year through course grades, CBQ's, TAKS</p>	<p>CBQ's, number of students who pass TAKS and the course.</p>
7	<p>Create a special MMA class for students who have previously failed the class or who have had previous difficulty in math and are at-risk for failing the Exit TAKS.</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>administrative principal, counselor, teacher</p>	<p>district curriculum, supplemental curriculum specific to MMA; ActivBoard</p>	<p>student data 2009-2010; monitor student progress through course grades, CBQ's</p>	<p>number of students passing TAKS and the course; number of students placed in Algebra II</p>
8	<p>Create a study hall for re-classified freshmen designed to assist them in credit recovery using the virtual school model.</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>administrative principal, counselor, study hall teachers, other liaisons</p>	<p>virtual school credit recovery materials.</p>	<p>study hall is created; student data 2009-2010; monitor student progress during the semester</p>	<p>students complete necessary material to recover credit and are classified as sophomores</p>

Student Performance

Campus Goal: MHS will be a college-focused school and will prepare students for success after high school graduation.

Campus Objective: Work to ensure student success in high school and emphasize post-high school plans and provide information to all students so that everyone who wants to go to college feels he/she is able to.

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 Distribute scholarship information to the relevant grade level email trees	<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	grade level counselor, post-secondary counselor	scholarshp information	scholarship information is disseminated	amount of scholarship money awarede increases
2 Continue incoming 8th graders' participation in SBISD mentor program during advisory; also includes other grade levels.	<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	9th grade principal and counselor; mentor coordinator, SBISD mentor program	district curriculum	advisories formed	students work with mentor teachers during advisory

Student Performance

Campus Goal: MHS will ensure that all students have a strong foundation in ethics and character development.

Campus Objective: Decrease cheating incidents and instill in students a respect for serving others.

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	Use activity period to provide character and ethics lessons through Mustang Mentors program with 9th graders, and through advisory with other grade levels.	<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	Mustang Mentor coordinator, teachers, counselors	district SEL curriculum	advisories formed; regularly scheduled sessions are carried out	student and teach evaluation of the program; discipline data 2010-2011
2	Encourage student participation in service and leadership organizations such as MMOB, Mustang Mentors, and Student Council	<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	MMOB sponsors, Mustang Mentor coordinator, Student Council sponsor	district materials, supplemental materials as necessary	organizations are formed, meeting regularly, track activities, track number of students participating	number of students participating; discipline data

Student Performance

Campus Goal: MHS will offer all students a wide range of school-sponsored activities outside the classroom.

Campus Objective: Increase student involvement and a sense of belonging to the school.

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 Representatives from school clubs will be present for freshman orientation and Meet the Mustangs to make students aware of their organization and encourage students to join	<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	club sponsors, event sponsors	district guideline, campus guidelines, organizational guidelines	club representatives come to events	number of students involved in clubs increases
2 Information about clubs and organizations will be posted in the school's web page	<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	club and organization sponsors, webmaster	club and organization information, school website	information is posted	students are involved in clubs and organizations

Safety

Campus Goal: MHS will have a pervasive culture of safety and respect.

Campus Objective: Ensure that all stakeholders will feel secure while they are at Memorial High School.

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>
	<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				
1 All grade level principals will meet with all their students during the first weeks of school, either in an assembly, or by visiting study halls, to discuss school rules, policies, procedures, and expectations	<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	assistant principals	student code of conduct, campus information	meetings occur	students follow campus procedures

2	Teachers begin training in Love and Logic. Campus will formulate Core Beliefs and begin implementing Love and Logic procedures	<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, teachers	Love and Logic materials, district resources	training during inservice; follow-up activities	Core Beliefs created; Love and Logic philosophy evident at campus
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Operations

Campus Goal: MHS will be fiscally responsible and efficiently use all resources—human, time, and monetary—to support student achievement.

Campus Objective: Utilize our resources to maximize student learning.

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 Start school late on 4 to 6 days throughout the school year to give teachers time to plan and analyze data collaboratively and conduct staff development.	<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, dept. chairs, SIS's	student data, training materials	plans are made, dates chosen, minutes taken at meetings, student data	team and individual lesson plans align with available data; student data in terms of student success.

Community

Campus Goal: Students, parents, and the community will be active partners with educators in students' education.

Campus Objective: Increase school contact with parents and maximize the use of technology to strengthen communication between parents and teachers.

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 Communicate the following technology expectations to teachers: grades must be input within seven days of collecting assignments with the exception of major projects; web pages must be frequently updated with assignment information; teachers will use the Skyward program for grades.	<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; Skyward liaison	Skyward training information	information is communicatd to teachers; training is provided to teachers	teachers are aware of grading expectations and use Skyward for grading
2 Monitor teacher web pages and grade books throughout the school year to ensure that all teachers are complying with school and district expectations and policies	<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	gradebooks	monitoring is ongoing and feedback is given to teachers	teacher gradebooks and webpages are kept up-to-date; summative conference

3	Host a freshman report card pickup night in the fall	<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, freshman office staff, freshman teachers	student information, report cards	dates set, planning of event	event occurs, number of parents attending increases, positive parent and teacher feedback, increased student success
4	Offer staff development classes to ensure teachers are comfortable with the technology necessary to maintain their grade books and web pages	<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	ActivBoard, Skyward, Eduphoria liaisons	ActivBoard, Skyward, Eduphoria training materials	staff development classes are offered	teachers attend classes; more wide-spread effective use of available technology
5	Distribute planners to all students to facilitate communication about assignments and due dates between the school and students and parents	<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	grade level staffs	planners	planners chosen, ordered, distributed	students and parents use planners to track activities and assignments

6	Continue use of Spanish-speaking parent liaison position to increase the comfort of Spanish-speaking parents in their communication with the school	<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, selected liaison	district and school materials as necessary	information translated; contacts made; events scheduled	communication between school and Spanish-speaking parents continues to increase
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7	Continue the work of the Hispanic Parent Forum	<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, Spanish teachers, Spanish-speaking liaison	district, school materials as needed	meetings are scheduled for the school year	number of parents involved increases
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People

Campus Goal: MHS will recruit and retain the best people by rewarding excellence and providing opportunities for continual growth.

Campus Objective: Ensure that teachers at all stages of their careers continue to grow professionally.

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 Encourage grade level teachers to attend AP conferences	<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, department chairs, principals	AP materials, AP funds	Monitor number of teachers in each subject area who attend conferences. Look for higher order thinking activities during walkthroughs and provide feedback to teachers.	Monitor number of students moving into Pre-AP/AP classes. Examine TAKS scores for grade level classes.
2 Present Eduphoria Forethought and Aware information at designated inservices	<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	asst. prin. for curriculum, SIS's, cadres	district training materials	training acquired by presenters; campus presentations planned and presented	Teachers understand the content of the presentations as measured by their use of Eduphoria Forethought and Aware to monitor student progress and create lesson plans.

3

MHS will conduct professional book studies to improve quality of instruction	<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	asst. principal for instruction	books	books selected; studies organized	use of material from book incorporated either directly or indirectly into lesson plans
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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 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. CATE, State Compens. Ed., GT, LEP, Safe and Drug Free Schools receive state funding GT, LEP, Safe and Drug Free schools also receive federal funding.	<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 with C&I Division/Program Directors	district resources	CBQ's, released TAKS, data, progress reports, report cards, service logs	mastery of TEKS, TAKS, advancement in TELPAS program, school discipline data, promotion/retention data

2 Required	<p>Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.</p> <p>Reading classes will be created for struggling students based on previous TAKS data and also grades from previous English classes. Tutorials will be provided during study halls and after school and benchmark and TAKS data from previous years will also be used to monitor growth.</p> <p>If students are reclassified freshmen, they will be placed in a specified study hall to receive extra assistance for credit recovery if necessary in English.</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>counselors, SIS's, classroom teachers</p>	<p>supplemental materials as necessary</p>	<p>use Eduphoria Aware to access all available previous data</p>	<p>success in the classroom and correct TAKS data</p>
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3 Required	<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>Remediation and monitoring will be provided through tutorials, classes created for those who are struggling, CBQ and benchmark data, special study hall sections for extra assistance</p> <p>Remediation will be provided to re-classified freshmen by placing them in common study halls and providing them with virtual credit recovery opportunities in order to change their classification, if not by the end of the first semester, by the end of the year.</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>AP's, counselors, SIS's, classroom teachers</p>	<p>campus supplemental materials as needed by each student; virtual class materials, training</p>	<p>available TAKS and all other data at the beginning of the year</p>	<p>current TAKS data and demonstration of TEKS mastery; re-classification to appropriate grade level</p>
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4	Required	<p>(Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the Texas Assessment of Knowledge and Skills (TAKS). Participate in mentor-mentee grant.</p> <p>Continue to provide support for new teachers through the induction program.</p> <p>Involve staff in recruiting and interviewing highly-qualified applicants.</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	principals, instructional leadership team, technology team	IT Dept., technology funds	Evaluate level of technology integration in lesson plans and through walkthroughs and observation; documentation of above	increase in use of technology on a regular basis in classrooms
			Local				

5	Required	<p>(Safe & Drug-Free Schools) Integrate violence prevention lessons including Bullying Prevention and Tobacco Alcohol and Other Drugs (TAOD) prevention lessons in academic subject areas and/or student assistance programs/mentoring and daily schoolwide morning television broadcasts.</p> <p>MMOB-student service organization whose activities focus on outreach and emotionally health relationships</p> <p>Mustang Mentors - student-led activity that provides a weekly program to freshmen covering all aspects of social emotional learning</p> <p>Speakers - at least annually speakers covering one of the above are engaged for each grade level</p> <p>Broadcasts - 4-6 times per year student-created and led broadcast cover topics that relate to safe and drug-free schools</p> <p>Teacher mentors- teachers become mentors to at-risk students to provide support for both academic and social-emotional success.</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	AP's counselors, faculty, and faculty and parent sponsors for Mustang Mentors and MMOB	Mustang Mentor curriculum, speaker list through various sources, outreach list with community partners	available data regarding Safe and Drug-free statistics	reduction of incidents related to Safe and Drug-free schools
			Federal				

6	Required	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	AP's, counselros, Hispanic faculty liaison, parent volunteers	current information regarding any of the above from distict and public source, Hispanic student list and information	participant information from previous year	increase in number of parents participating in various programs
	Federal	<p>Hispanic Parent Liaison - bi-lingual teacher who contacts Spanish-speaking parents regarding their child's success as necessary in order to support them and provide them with an avenue to participate in activites at the school.</p> <p>Hispanic Parent Forum - meetings every grading period, with a variety of programs to help parents better support their child's success in school</p> <p>PTA meetings/forums-regularly scheduled meeings and additional forums scheduled by the PTA to address the above.</p> <p>Grade level question/answer meetings - held each grading period to address any concerns, discuss methods to ensure safe and drug-free schools.</p>	<input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP				

7	Required	(Safe & Drug-Free Schools) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention - anonymous reporting of bullying; teacher monitoring of behaviors * Violence/conflict resolution - mediation by counselors	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T	counselors, faculty	Love and Logic materials, professional development for Love and Logic, previous Safe and Drug-free Schools data	previous Safe and Drug-free school data	reduced Safe adn Drug-free schools incidents
	Federal	<p>* Recent drug use trends</p> <p>* Resiliency/Developmental Assets</p> <p>* Prevention Curriculum training</p> <p>* No Place for Hate - daily student interaction; classroom management</p> <p>* CSHAC</p> <p>* SEL</p> <p>* Developmental Assests</p> <p>* Love and Logic - use of Love and Logic methods will be incorpoated into classroom management plans and campus discipline plan</p> <p>Bullying Prevention, Recent Drug Use Trends, No Place for Hate, SEL, Love and Logic; these will be implemented at the staff level through staff development and corrindnation between counselors and classroom teachers. They will be</p>	<input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP				

8 Required Federal	<p>(SPECIAL EDUCATION)</p> <ul style="list-style-type: none"> · Monitor LRE ratio · Develop campus capacity to support inclusive programming for students with disabilities · Evaluate campus LRE ratio <p>Students with disabilities will be included in elective courses, co-curricular and extra curricular activities.</p> <p>Co-teach classes will be created to increase inclusion in core subjects.</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	All staff	previous data, IEP's, ARD data	previous inclusion data for co-teach, electives, co-curriculum and extra curricular activities	increased participation by students with disabilities in activities; greater use of the co-teach model
9 Required Federal	<p>Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>ARD data accurately predicted and guided student achievement in the four core subjects</p> <p>Closer monitoring between co-teacher, classroom teacher, and resource teachers to better indentify strengths and needs of each student.</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	SPED SIS, counselors, co-teachers	classroom materials modified as necessary, co-teachers, previous and current individual student data	previous individual testing and classroom data, ARD information	current testing data, ARD information
10 Required Federal	<p>Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>Necessary staff will attend professional development opportunities as available to remain current with guidelines and requirements. Those guidelines will then be given to the rest of the staff.</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	SPED SIS, SPED staff, administrators, counselors	current information as provided	PD documentation - per training, campus surveys, district surveys	review of policy and determination of compliance

<p>11</p> <p>Required</p> <p>State and Federal</p>	<p>(State Comp. Ed.) Utilize specialist(s) to assist with supplemental At-Risk services in the content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Social Studies * Other includes: ESOL support, Reading Intervention Specialist <p>Special reading/math classes for struggling students will be developed</p> <p>Teacher and SIS led tutorials during study halls and after school</p> <p>Study hall for TAKS science remediation</p> <p>ESL and ESOL classes; tutorials as needed</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>classroom teachers, department chairs, SIS's, counselors, teacher mentors</p>	<p>content materials as necessary</p>	<p>list of at-risk students; previous TAKS and subject data</p>	<p>increase in success on TAKS and completion of course work</p>
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<p>12</p> <p>Required</p> <p>State and Federal</p>	<p>Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Literacy materials, TAKS support, bilingual materials - used in classrooms by teachers and in tutorials by others to provide assistance as needed for classroom and TAKS success</p> <p>Summer school-available for students who need credit</p> <p>Computer assisted instruction - Virtual classes available for students who need individualized instruction or assistance for course recovery</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>classroom materials as necessary; Virtual School classes</p>	<p>previous testing and course data</p>	<p>increased testing scores and course completion</p>
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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 <input type="checkbox"/> TDA	AP for community partners and volunteers	district resources as necessary	list of previous volunteers and community partners	increase in parent volunteers and community partners
Local	PTA membership letters and volunteer letters will be sent; volunteer opportunities will be listed in the Mustang Express PTA newsletter. Letters to possible community partners will be sent. Training will be provided as necessary Recognition will be through letters, printed material, posted banners, and district recognition	<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: * vertical alignment - set up meetings with feeder middle schools to increase vertical alignment	<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	Principals, SIS's, DC's, teachers	district and local resources as needed	review of previous oppourtunities and activities	increase in student success; increased differentiation of instruction; retaining faculty;
Federal	* instructional strategies to meet the needs of diverse student populations -late arrival professional development days will be used to review strategies for the MHS population * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy - school and district professional development will be offered to support teachers with technology integration * TAKS testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math - emails, school developed professional development, department and faculty meetings will be used to provide information to entire staff, not only to core area teachers * DDI - mentoring and observations will provide	<input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP				

<p>15</p> <p>Required</p> <p>Local</p>	<p>Teachers/Administrators/Staff will develop understanding of the (a) <i>Professional Development Framework</i> and continue participation in professional development in the areas of <i>Teaching and Learning</i> and <i>Leadership for Results</i>; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>Staff will be given large and small group instruction on the above programs as appropriate for each. SD will also be conducted on late arrival days and in departmental/team meetings.</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>AP for curriculum, SIS's, DC, faculty</p>	<p>classroom materials, observations of colleagues, lesson plans</p>	<p>lesson plans, observations of teachers using small group instruction</p>	<p>increase in regular small group instruction</p>
<p>16</p> <p>Required</p> <p>Federal</p>	<p>(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.</p> <p>New teachers will be assigned mentors, and SIS's will also work with them in planning. They will attend the district mentor program also. Alternative certification teachers will also have a mentor and extra support from SIS's and DC's.</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>principals, SIS's, DC's</p>	<p>district mentor program, support materials as necessary</p>	<p>late arrival notes, logs of mentor meetings, lesson plans</p>	<p>annual review of mentor program, reflections of program, suumative conference</p>
<p>17</p> <p>Required</p> <p>Federal</p>	<p>Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs.</p> <p>Recruit with district assistance, retain through professional support and staff development opportunities</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>all campus staff</p>	<p>campus and district resources</p>	<p>Job Fairs, HR website, attendance at SD opportunities</p>	<p>data regarding retention of staff, personnel roster</p>

18 Required	<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>	<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	All ataff	campus website, handouts, etc.	updated campus webiste, meting schedules, recoreds of call-outs, volunteer logs	annual review of parent participation
Federal	<p>The following are activities that build ties between parents and school: PTA, grade level Q&A sessions, volnteer opportunities during the schol day and with co-curricular and extra-curricular activities, Hispanic Parent Forum, campus webiste, call-outs, availability of staff email addresses, and an open and welcoming campus.</p>	<input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP				

19 Required	<p>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.</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	counselors, principals, campus nurse, social worker, other staff as needed for support	all necessary available counseling, academic, health-related services as necessary	student data, service logs, conference logs as appropriate	completion, drop-out data, graduation rate, attendance data, student academic data
State	<p>this activity for middle and high schools only.</p> <p>Work with counselors, social worker and all available district resources to provide the student with access to the above services as needed by each individual student.</p>	<input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP				

20 Required	<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</p> <p>b) Assessing and identifying G/T student needs</p> <p>c) Curriculum and instruction for G/T students</p> <p>d) Assessing social and emotional needs of G/T students</p> <p>e) Creativity and instructional strategies for G/T students.</p> <p>Teachers who have GT certification will be encouraged to maintain and strengthen their GT skills by choosing from the above criteria and completing GT training updates. All teachers will be encouraged to complete GT training which includes all of the above; these criteria will benefit not only GT labeled students, but all students. Our emphasis will be on curriculum and instruction for the GT student incorporating differentiation and active participation during classes.</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	principals, SIS's, teachers	GT training materials, district resources, outside resources for training such as Region IV	number of teachers certified, number of teachers taking GT training, lesson plans	number of teachers GT certified, inclusion of differentiation in lessons
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21 Required	<p>(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.</p> <p>Curriculum will be evaluated through departmental and team meetings with SIS's and teachers of GT students and differentiated lesson plans will be developed.</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	principals, SIS's, teachers GT liaison	available campus materials, available district materials	lesson plans, report cards, curriculum outlines/plans, CBQ's and released TAKS	annual review using report cards, TAKS scores, district and campus surveys
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22 Required State	<p>(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.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p> <p>Students may be recommended for GT screening by teachers, parents, counselors. Counselors and teachers will be encouraged to be aware of identifying minority students, low SES, and others as possible candidates. Parents are made aware of the GT program through back-to-school information packets, the campus website, and teacher contact. Potential students for the program will be screened and parents contacted regarding identification of their child as GT.</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	principals, counselors, teachers	GT screening manual, GT program manual, campus website, other materials as needed	student nominations, parent participation, screening documentation	reports of students identified as GT; screening results per district calendar; demographic data on students identified as GT
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23 Required State	<p>Coordinated School Health (CSH) and CIP:</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey <p>The area of campus emphasis will be in terms of the CIP and the 40 Developmental Asset Survey. The focus will be on social and emotional learning through incorporation of the Love and Logic Philosophy; the Core Beliefs will be developed and published and the faculty will be given SD in the first of the Nine Essential Skills. The campus will also expand the SEL Developmental Assessts into a revised Advisory 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	all staff	Love and Logic materials, Advisory materials	advisory groups, SD in Love and Logic, lessons organized	number of students served, lessons completed
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