

Student Performance

Campus Goal: Stratford High School will continue to be a Recognized Campus in the 2010 - 2011 school year.

Campus Objective: (1) To maintain recognized status, all students and each sub population group that is measured for accountability will meet or exceed the standard for each subject area tested. (2) To maintain Recognized status, Stratford will use best practices to raise student performance for all student groups. (3) To maintain Recognized status, Stratford students will achieve commended status at 75 percent in Social Studies, 50 percent in Math and ELA, and 31percent in Science.

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. Innovative Programs *Academy of Science *Academy of Finance *Sports Entertainment Marketing	<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	Directors of the Academy of Science. Directors of Academy of Finance	Corporate/private doantions. PTSA budget, campus budget, newspaper budget	Number of students signing up for the Acadmies. Increased participation in campus initiatives, Increased number of PTSA members.	Math/Scinece TAKS scores of students invlved. Placement in college programs Feedback on parent surveys, increased participation in PTSA programs. Increased funds raised by PTSA.
2. Enhance Community Engagement *Increase communication through the Spectrum and school newspaper *Informative sessions with community about topics concerning students		Principal, Newspaper Editor, PTSA President, leaders of Parent Peer Group Sessions.			

2	Staff Development on Love & Logic district student management techniques	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, assistant principals, counselors, training cadre, classroom teachers.	District training for cadre members. Campus cadre for TOT model for campus teachers	August 2010 in-service.	Cumulative data on number of campus discipline referrals. Staff feedback on effectiveness of techniques.
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3	TAKS tutorials for identified students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, Counsleors, Grade level assistant principlas, Department Chairpersons, Math/Science SIS, English/Social Studies SIS. Classroom core area teachers		Number of identified studetns who fail at least one part of exit level TAKS	Number of students who successfully pass TAKS after remediation.
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4	ELPS Trianing for classrom teachers.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, assistant prihncipals, counselors, campus ESL coordinator and assistant	District training provided on ELPS	August in-service.	Promotion rate of second language learners. TAKS scores of second language learners. TELPAS scores.
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5	Continued training for core area teachers use of ActivTechnology.	<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, campus trainer	District trainings for campus trainer.	Number of teachers attending ActivBoard trainings.	Level of training of both new and veteran staff members.
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6	Late start/team planning time for campus staff.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, assistant principals, counselors, department chairpersons, campus support staff, district transportation staff.	District buses.	Feedback from teachers on planning time.	Feedback from teachers on usefulness of late start days for planning purposes.
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7	Co-teach model training	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, assistant principals, counselors, Campus CIS, Special Education personnel	Campus release time for trainings	Feedback from special education teachers	Feedback from regular education classroom teachers. Performance data of co-teach students.
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Full implementation of Read 180 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, assistant principals, counselors, English Department Chairperson, English/SS SIS, Special Education personnel	Read 180 program and materials.	Number of students who enter the program	Percentage of increase in reading levels by students in the program.
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Student Performance

Campus Goal: Stratford High School will promote a wide variety of options for students to access information and course work to prepare for post-secondary education.

Campus Objective: (1) Course offerings will reflect a focus on preparing students for college course work. (2) Programs and resources will be allocated to develop avenues for students to learn about options for college.

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 Spartan Time lessons focused on educating all students on college readiness activities.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, assistant principals, counsleors, Spartan Time planning committee, Post-secondary counsleor.	Campus based funds to pay committee for planning and creating materials.	Feedback on student surveys regarding college readiness programs	Senior student exit surveys.
2 Increased utilization of College "GO" room . Recruiting visits for specific colleges and universities.	<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, Post-secondary counsleor	Post-secondary grant.	Number of studetns utilizing "GO" room.	Exit survey from senior students.

3	Students interested in applying for/attending post secondary education will be assigned a mentor through the "Collegiate Challenge" grant.	<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, Post-secondary counselor, district mentoring personnel.	Collegiate Challenge grant funds.	Number of studetns signed up for the Collegiate Challenge program.	Number of studetns who successfully complete Collegiate Challenge Program.
4	Increased utilization of post-secondary planning handbook by 11th and 12th grade studetns and their parents.	<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, Post-secondary counselor, Registrar, counsleors	PTSA funds to print handbooks.	Feedback from students and parents during their 11th grade year.	feedback from students and parents at the end of their senior year.

Student Performance

Campus Goal: Stratford High School will provide opportunities for social, emotional, and ethical character development.

Campus Objective: Stratford High School will provide opportunities for students to engage in leadership activities through involvement in extracurricular activities, specialized homerooms, and guest speakers. Stratford High School will promote adherence to the academic honesty policy. Stratford High School will assist 9th grade students through development of Link Crew. Stratford High School will also continue to use the Student Assistance Program to provide ongoing support on a variety of issues.

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	Stratford will provide opportunities for all students to participate in try-outs for athletic and Fine Arts teams and Clubs.	<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	Athletic Coaches and Fine Arts Directors, and Club Sponsors	Athletic and Fine Arts employee stipends. Athletic and Fine Arts Budgets.	Percentage of students who participate in various activities throughout the school year.	Student participation surveys at the end of the school year.
2	Link Crew Freshmen Orientation 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, Link Crew Staff Leaders, Student Link Crew Leaders.	Stipends for Link Crew Staff leaders provided by PTSA.	Number of students who attend Link Crew session in August	Student surveys

3	Student Assistance 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, assistant principals, counselors, special services counselor, SAP group leaders.	Release time during Spartan Time homerooms.	Number of students referred to each SAP group.	Number of participants in groups during the entire year.
4	Guest speakers to address student/societal concerns.	<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, grade level counselors, assistant principals, special services counselor, school nurse.	Safe and Drug Free Schools funds. Campus funds. PTSA funds.	Student/parent/community feedback on areas of concern	Student feedback on district surveys.
5	Stratford will work to encourage students to make good choices involving academic honesty.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, assistant principals, counselors, teachers, staff.	Administrative expense to print the student addendum.	AP's meet with students to go over campus rules including academic honesty policy	end of year student surveye information and data on number of cheating incidents.

Student Performance

Campus Goal: Stratford High School will provide extensive opportunities for students to become involved in co-curricular and extracurricular activities.

Campus Objective: Stratford High School will use SHTV to advertise activities that are available to students. The school will provide a full range of UIL approved extracurricular activities. Stratford High School faculty will sponsor a wide range of clubs and organizations that appeal to a variety of student interests.

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 Students will be afforded the opportunity to try out to participate in athletic and Fine Arts programs.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, Campus Athletic Director, counselors, athletic coaches, Fine Arts Directors.	Athletic stipends, athletic budgets	Number of students who try out for various teams and Fine Arts programs.	Total participant numbers turned in by various groups and activities.
2 Expansion of video journalism classes.	<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, counselors, video journalism teacher.	Campus budget.	Number of students signed up for the class.	Number of students who complete the course.

3

Increased participation in school clubs and organizations.	<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, coounselors, special services counselors, club sponsors.	None needed.	Number of students singing up for school clubs.	Number of students and clubs that finish the school year.
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Safety

Campus Goal: Stratford High School will strive to create a campus climate and culture in which all students, staff, and community members feel safe and valued.

Campus Objective: Stratford will provide various lessons on issues relevant to societal concerns such as: bullying prevention and tobacco, alcohol and other drug preventions. Stratford will share information with students on issues of violence, conflict resolution and developmental assets. No place for hate resolution will be signed by all students. External and internal security features will continue to be used to help all staff feel safe and secure in the workplace.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Increased number of staff in hallways to provide safe/secure environment.	<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, assistant principals, classroom teachers and staff.	None needed.	Staff numbers in hallway.	
2 Spartan Time Activities on various safety topics.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, assistant principals, counselors, Spartan Time planning staff, Spartan Time teachers.	PTSA funds for payment of Spartan Time planning teachers.	Teacher feedback survey after each weekly activity.	Student feedback surveys.

3	Drug dog searches of campus parking lots, lockers and classrooms.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, assistant principals, campus police officer, SBISD drug dog and police officer.	SBISD police drug dog.	Number of classrooms visited each time dog is on campus.	Number of arrests for drug possession.
4	Tardy sweep program to encourage on-time behavior from students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, assistant principals, hall duty teachers.	None	Number of students tardy to school and to each period during each week.	Cumulative data on student tardy numbers.
5	Identifying and badging all visitors to the campus.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, assistant principals, front office staff, front office receptionist, campus police officer.	Raptor program, campus budget.	Number of visitors badged per day.	Number of visitors badged per month and per year. Information on number of trespassers detained on the campus.

6	Reduction in tardies and loitering in hall. Bell schedule adjusted. "Walk and Talk" program initiated to keep students moving during passing periods.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, assistant principals, hallway duty teachers.	Campus funds to fabricate signs and install them.	Number of tardies per day. Discipline referrals for hallway behavior.	Tardy data and discipline data.
7	Love and Logic 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, assistant principals, love and logic cadre, classroom teachers.	District funds to train TOT teachers for cadre.	Number of discipline referrals per week	Number of discipline referrals for 2010 - 2011 school year.
8	No Place for Hate 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	Principal, assistant principals, counselors, SHS teachers and staff.	None	Number of incidents involving race or ethnicity.	Number of incidents involving race or ethnicity during the 2010 - 2011 school year.

Operations

Campus Goal: Stratford High School will strive to remain focused on sound financial decision-making that always puts the needs of the students first.

Campus Objective: Stratford will conduct monthly checks on activity accounts and departmental budgets to assure fiscal responsibility in all transactions. A process will be implemented to assure that income and expenditures balance correctly.

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 Stratford High School will complete monthly balance checks and provide updated financial information to all departments with budgets.	<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	Building Principal's secretary, Campus Financial Clerk.	District financial computer programs.	Monthly reports	Year end feedback from DC's and sponsors.
2 Implementation of campus financial processes.	<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, campus financial clerk, Building Principal's secretary.	District training and support.	Weekly updates from district financial office.	Financial reports from district financial offices.

Fully implement MUNIS system.	<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, Building Principal's secretary, campus financial clerk.	District financial software.	Updates form the district financial office on PO's and other campus purchases.	Summative reports from district financial office.
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Community

Campus Goal: Stratford High School will increase communication in all forms between the school, the parents, and the community.

Campus Objective: Various forms of communication including the computer marquee, newsletters, phone master system, parent portal, and schoolwide and individual teacher web sites will be utilized to keep all stakeholders informed. Stratford High School will use a variety of methods to encourage parents of at-risk students to attend school functions.

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 Host new parent coffee during Freshmen Rush	<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	Principapl, assistant principal's, volunteer coordinator.	PTSA funds.	Number of attendees at the coffee.	Parent feedback on survey.
2 Parent peer-group meetings with grade level principal and counselor.	<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, grade level counsleors, grade level assistant principals, registrar, post-secondary counselor.	Campus funds, PTSA funds.	Parent feedback after each grade level session.	Parent feedback on summative survey.

3	Continue emphasis on forms of communication between the school and the community. Computer marquee, PTSA newsletter, Phone Masteer call outs, static marquee, e-mail blasts and scholl web page.	<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	All campus staff.	Campus resources, district web site support.	Constant updates and feedback.	Campus and district survey information.
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4	Creation and dissemination of forms in Spanish.	<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	Building Principal, assistant principals, counselors, campus foreign language teachers, district publication personnel.	Campus funds, district publication funds.	Number of Spanish forms turned in to the campus.	End of year breakdown of total Spanish forms turned in.
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5	CIT Team training	<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, district personnel.	District training funds.	Feedback from CIT after the training.	Feedback from CIT upon exit from the team.
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Bond committee to determine upgrades at the campus level.	<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	Building Principal, CIT, other members of the SHS community.	Campus funds, district bond funds.	Periodic feedback from committee members	Summative evaluation at the end of the campus bond process.
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People

Campus Goal: Stratford will work to create a climate of positive relationships, authentic communication, faculty and staff teamwork and personal and professional growth.

Campus Objective: A teacher recognition committee will work to create activities that promote a positive school climate. The campus DDI cadre will implement the district instructional initiative and provide support for teachers to successfully integrate components in their lessons.

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 Campus Love and Logic training.	<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	Building Principal, assistant principals, counseors, campus Love and Logic trainers.	Campus funds, District funds.	Decrease in discipline referrals	End of year feedback from teachrs. Data breakdown of discipline info.
2 Culture of Poverty Training	<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 checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal, assistant principals, counseors, special services counseor.	Campus funds	Feedback from staff after training	Staff survey

3	Increase in faculty cohesiveness. Faculty get together, parties, and other opportunities for collegial relationships.	<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	Building Principal, faculty club members, support staff.	Campus funds, faculty club dues.	Input on possible activities and dates.	Faculty feedback on activities.
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4	Incentive reward program for teachers with little or no absence form work.	<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	
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4	Skyward implementation.	<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	Building Principal, skyward training cadre, district support staff.	District skyward team.	Initial training.	End of year employee feedback.
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5	Perfromance bonuses in Math & Science	<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	Building Principal, Math and Science Department Chairpersons, Math/Science SIS, District personnel.	Distirct performance funds.	Math and Science goal setting meeting.	Math and Science student performance data.
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6	Open, effective two-way communication between staff and administration of SHS.	<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	Building Principal, Campus leadership team.	Campus e-mail system, faculty meetings, campus funds.	Feedback from staff on communication.	Staff Surveys.
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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	CATE program is under continuous review after change in graduation requirements. Special Education assessment and staff review. G/T program review of entry, exit and furlough. LEP review and ELPS Training. Safe & Drug Free Schools program rduced due to funding issues.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Building Principal, assistant principals, counselors, campus support staff for various programs.	State or Federal funds for programs like CATE, Special education, and G/T programs.	Review process has been under way since last school year.	End of year program reviews and staffing - budgets.
2 Required Local	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. Full implementation of READ 180 program. Move students previously in "lab" clases in to regular education classes. Pre and Post testing of studetns regarding reading deficiancies.	<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	Building Principal, counsleors, assistant principals, English/SS SIS, English Department Chairperson, district personnel.	Special education staff and funds. District funds.	Measure of pre-test findings on identified students.	Summary of results of students progress in reading.

3 Required State	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 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	Building Principal, Math/Science SIS, English/SS SIS, Core area Department Chairpersons, core area teachers.	Campus funds.	Data breakdown on the number of students identified as failing to meet SSI criteria and placed at the high school level.	Summary of yearly progress for all students who failed to meet SSI criteria.
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4 Required Local	(Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the Texas Assessment of Knowledge and Skills (TAKS). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Building Principals, leadership team, campus teaching and support staff.	District technology resource personnel and funds, campus funds, Staff Development funds.	Technology trainings.	End of year staff feedback surveys.
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5 Required Federal	Violence prevention - No Place for Hate Activities. Anti smoking cessation program - guest speaker presentation. Continuous use of drug dogs and anti drug message in Health and PE classes.	<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	Building Principal, assistant principals, counselors, campus police officers.	Campus funds, district police funds.	feedback after each program.	End of the year student survey.
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6	Promote parent and community involvement in TAOD (tobacco, alcohol and other drugs) and violence prevention programs/ activities.	<input type="checkbox"/> CNA	
	Required	<input type="checkbox"/> SRS	
	Provide sp	<input type="checkbox"/> QS	
		<input type="checkbox"/> PD	
		<input type="checkbox"/> PI	
		<input type="checkbox"/> T	
		<input type="checkbox"/> TDA	
Federal		<input type="checkbox"/> MTA	
		<input type="checkbox"/> AQT	
		<input type="checkbox"/> CSP	

7	(Safe & Drug-Free Schools) Provide professional development based on level of expertise and need in the following areas:	<input type="checkbox"/> CNA	
	Required	<input type="checkbox"/> SRS	
	* Bullying Prevention	<input type="checkbox"/> QS	
	* Violence/conflict resolution	<input type="checkbox"/> PD	
	* Recent drug use trends	<input type="checkbox"/> PI	
	* Resiliency/Developmental Assets	<input type="checkbox"/> T	
Federal	* Prevention Curriculum training	<input type="checkbox"/> TDA	
	* No Place for Hate	<input type="checkbox"/> MTA	
	* CSHAC	<input type="checkbox"/> AQT	
	* CARES	<input type="checkbox"/> CSP	
	* SEL		
	* Developmental Assests		
	* TRIBES		
	* Love and Logic		
	Using this list, select those that apply to your campus and describe how they are implemented.		

8	(SPECIAL EDUCATION)	<input type="checkbox"/> CNA	
	Required	<input type="checkbox"/> SRS	
	· Monitor LRE ratio	<input type="checkbox"/> QS	
	· Develop campus capacity to support inclusive programming for students with disabilities	<input type="checkbox"/> PD	
	· Evaluate campus LRE ratio	<input type="checkbox"/> PI	
		<input type="checkbox"/> T	
Federal	Describe what is being done on your campus to promote or increase inclusion.	<input type="checkbox"/> TDA	
		<input type="checkbox"/> MTA	
		<input type="checkbox"/> AQT	
		<input type="checkbox"/> CSP	

9	Required	Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	<input type="checkbox"/> CNA
			<input type="checkbox"/> SRS
Federal		How accurately did ARD committee recommendations predict and guide student achievement on state assessments?	<input type="checkbox"/> QS
			<input type="checkbox"/> PD
		Describe how you will improve this process on your campus this year.	<input type="checkbox"/> PI
			<input type="checkbox"/> T
			<input type="checkbox"/> TDA
			<input type="checkbox"/> MTA
			<input type="checkbox"/> AQT
			<input type="checkbox"/> CSP

10	Required	Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	<input type="checkbox"/> CNA
			<input type="checkbox"/> SRS
Federal		What is your campus plan and timeline to meet this expectation.	<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

11	Required	(State Comp. Ed.) Utilize specialist(s) to assist with supplemental At-Risk services in the content areas:	<input type="checkbox"/> CNA
			<input type="checkbox"/> SRS
State and Federal		* Language Arts	<input type="checkbox"/> QS
		* Math	<input type="checkbox"/> PD
		* Science	<input type="checkbox"/> PI
		* Social Studies	<input type="checkbox"/> T
		* Other includes: ESOL support, Reading Intervention Specialist	<input type="checkbox"/> TDA
			<input type="checkbox"/> MTA
			<input type="checkbox"/> AQT
			<input type="checkbox"/> CSP
		Describe how school improvement specialists, intervention specialists and other support staff are being used on your campus to meet this expectation.	

12 Required	Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP
State and Federal	<p>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</p> <p>Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.</p>	

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 <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP
Local	<p>Complete this activity by describing how you will meet this expectation on your campus.</p>	

14	Required	(Title II, A&D) Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:	<input type="checkbox"/> CNA
		* vertical alignment	<input type="checkbox"/> SRS
Federal		* instructional strategies to meet the needs of diverse student populations	<input type="checkbox"/> QS
		* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy	<input type="checkbox"/> PD
		* 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
		* DDI	<input type="checkbox"/> T
		* One-Way Dual Language	<input type="checkbox"/> TDA
		* Problem-Based Learning	<input type="checkbox"/> MTA
		* Co-Teach Training	<input type="checkbox"/> AQT
		* Small Group Instruction	<input type="checkbox"/> CSP
		* This includes opportunities for teachers to be coached, attend sustained training/in-services/workshops and/or conferences together with structured follow-up.	
Using this list of activities, select those that will			

15	Required	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
Local			<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
Complete this activity by describing how you will meet this expectation on your campus.			

16	Required	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.	<input type="checkbox"/> CNA
			<input type="checkbox"/> SRS
Federal			<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
Complete this activity by describing how you will meet this expectation on your campus.			

17	Required	Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP
		<p>Complete this activity by describing how you will meet this expectation on your campus.</p>	

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 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>Complete this activity by describing how you will meet this expectation on your campus.</p>	

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 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>this activity for middle and high schools only.</p> <p>Complete this activity by describing how you will meet this expectation on your campus.</p>	

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 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>Select at least one area of focus from the list and describe how you will implement this on your campus.</p>	

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 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>Complete this activity by describing how you will meet this expectation on your campus.</p>	

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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	
			<p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p> <p>Complete this activity by describing how you will meet these expectations on your campus.</p>	

Coordinated School Health (CSH) and CIP:

- CNA
- SRS
- QS
- PD
- PI
- T
- TDA
- MTA
- AQT
- CSP

23

Steps to incorporate CSH -

Required

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

State

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