

Student Performance

Campus Goal: SWHS will improve passing and commended rates on TAKS, become an Exemplary campus, and meet all AYP benchmarks.

Campus Objective: Reading/ELA goal - 90%, Math Goal - 80%, Science Goal - 86%, Social Studies Goal - 96%.
100% of SWHS students will stay in school and earn the credits necessary to move to the next grade level.

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 Continue collaborative teamwork for instructional planning to include among other aspects: Data analysis by grade, data analysis through "Reflective Practice" questions, team meetings for data analysis and dialogue, teacher developed intervention plans, individual student data analysis and establishment of student conferences, effective lesson planning	<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, Associate Prinicpal, Team Leaders, SISs		Ongoing observation of team meetings, notes, and minutes. Analysis of student performance data.	TAKS results, Passing Rates
2 Maintain interdisciplinary teaming in the 9th grade where 4 to 5 core area teachers share and monitor the progress of approximately 115 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	9th grade prinicipal		Observations of weekly meetings, progress and report card grades, student attendance	9th grade retention rate

3	Continue to schedule an intervention period to address the academic needs of students that are not proving to be successful on TAKS.	<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	Associate principal, SISs	Benchmark performance	TAKS performance
4	Refine our co-teach model at 9th, 10th, and 11th grade to better serve our special education students. Provide adequate training and support for the regular education and special education teachers involved.	<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	Associate Principal, Campus Instructional Specialist for Special Education	Appropriate scheduling, staff training schedule, student academic progress as measured by three week grade reports	Attainment of ARD goals, promotion to next grade, success on TAKS
5	Continue implementation of literacy across the curriculum strategies in all subject areas.	<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, SISs, Department Chairs, Team Leaders	lesson plans, classroom observations, staff development schedules	TAKS performance, Portfolio reviews

6	Continue to use PLATO as an intervention tool for credit recovery.	<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	Associate Principal, Counselors, Plato team	Review of student transcripts for those taking Plato, attendance to Plato labs, completion success rate	number of credits regained at the end of the year
7	Maintain our plan to prepare seniors who have not passed one or more TAKS tests for the various testing opportunities throughout the year.	<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	SISs	enrollment in and attendance to intervention classes, success rate on TAKS retake opportunities	Graduation rate of students who entered senior year without passing on or more TAKS test
8	Implement RTI through grade level offices.	<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 principals and counselors	Minutes from weekly meetings, attendance rate, discipline referrals, progress report grades, parent communication logs	Course retention and promotion rates

9	Actively monitor reclassified 9th grade students and provide the necessary support to ensure they are back on grade level by the end of the year.	<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	10th grade principal and counselor	progress report grades	# of retained 9th grade students moving to 11th grade for their third year of high school
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10	Hold a Drop Out Walk to encourage students not in school to re-enroll.	<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	Drop out coordinator	Sign in sheets for staff and community involvement in the walk. Notes from information learned about students during the walk.	# of students who return and complete the requirements for graduation.
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11	Extended library hours will be offered four days each week immediately after 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	Librarian	Weekly sign in sheets	Total number of students served during the extended library hours.
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Student Performance

Campus Goal: SWHS will provide a rigorous and relevant education that will prepare all students for post-secondary success.

Campus Objective: 100 % of SWHS students will receive information about preparing for college.
80% of juniors will complete a college admissions test by June.
AP results will experience a 20% increase in the number of 3+ scores.
70% of seniors will get admitted into a post-secondary education program

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 Implement a comprehensive Post-Secondary College Awareness Plan	<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, College Counselor, Lead Counselor		Publication of plan for staff and parents	Surveys, SAT/ACT participation, FASFA completion rate, Application rate, Scholarship application rate
2 Coordinate the activities of the Gear Up grant and the Advisory period to align with the College Awareness Plan	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	College Counselor, Gear Up coordinator, Principal		Meeting notes	Surveys, SAT/ACT participation, FASFA completion rate, Application rate, Scholarship application rate

3	Promote the use of the college room for students and parents in a way to align with the College Awareness Plan	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	College Counselor	College Room schedule created and posted, Marketing material, sign in sheets	Surveys, SAT/ACT participation, FASFA completion rate, Application rate, Scholarship application rate
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4	Seniors will participate in the College Connections Program in conjunction with HCC. During this program, every senior will enroll at HCC and receive academic advising, financial aid information, visit HCC, and complete their FASFA.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	College Counselor	sign in sheets	FASFA completion rate, Application rate, Scholarship application rate
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5	Hold College Spirit Days throughout the year.	<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	Days on calendar and advertised	Surveys, SAT/ACT participation, FASFA completion rate, Application rate, Scholarship application rate
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6	Promote and prepare students taking the following exams: PLAN, PSAT, SAT, ACT, AP	<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, Associate Principal, College Counselor, SISs	Participation in Saturday prep sessions, sign ups for actual tests	# students taking tests and their success rate
7	Develop plan for educating students and parents about the results of the exams; use the exam results to inform our instructional programming, use the exam results when counseling 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	College Counselor, Lead Counselor	Written plan ready for review	Survey of students regarding their comfort level with reading results and their knowledge of what to do with the results.
8	Offer multiple opportunities for students to have after school study sessions and practice tests facilitated by AP 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	AP coordinator, AP teachers	AP study session calendar published	Attendance at sessions and performance on exams

Student Performance

Campus Goal: SWHS will provide all students multiple opportunities to grow socially and emotionally as young adults.

Campus Objective: Social and emotional team will implement a plan that will coordinate all of the student SEL programs.
Every student will meet with their counselor at least once during the school year.
A revised Advisory curriculum will focus on high school success and post-secondary awareness.

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 Implement the district's plan for Social Emotional Learning with the goal of increasing the number of developmental assets each child possesses.	<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	SEL team		Development and publication of plan	Student surveys
2 An assembly will be held for each grade level to discuss drug, alcohol, and tobacco abuse and follow-up activities will be planned for Advisory.	<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 principals and counselors		Calendar of events	Student Survey

3 Create a student leadership program where selected students can meet with the administrative team to discuss campus issues.

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

Principal

Membership list and meeting schedule set

Student survey

4 Maintain its status as a No Place for Hate campus.

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

12th Grade Principal

Calendared list of activities

Application for No Place for Hate status

Student Performance

Campus Goal: SWHS will provide a broad range of extracurricular and co-curricular opportunities for students and actively encourage every student to become involved and build school spirit

Campus Objective: 100% of students will be involved in extra or co-curricular opportunities.

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 Continue to promote student activities through the use of Tiger TV. Tiger TV will run a constant loop throughout the day promoting events, marketing organizations, and recognizing student accomplishments	<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	Tiger TV coordinator, Prinicpal		Observations of daily broadcasts	Student participation rates in activities
2 Continue to promote service learning by providing training to teachers and encouraging students to participate in service learning activities. All clubs, organizations and teams will be required to perform at least one community service project, one school service project, and one school spirit project.	<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 teachers		Active list of clubs, teams, and performing groups and rosters of each organization	Student participation rates in activities

3	Form a 9th grade spirit club to which all 9th graders will belong. The spirit club will help decorate for pep rallies, attend athletic events (transportation provided), and find creative ways to contribute to the school climate.	<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	Cheerleading sponsor	membership roster	membership roster, list of events, student survey regarding school spirit
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4	Teachers will be encouraged to sponsor additional clubs to meet the needs of all kids. .	<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	Active list of clubs, teams, and performing groups and rosters of each organization	Student participation rates in activities
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Safety

Campus Goal: SWHS will build and maintain a safe, nurturing, and respectful environment for students and staff.

Campus Objective: SWHHS will train staff on Love and Logic and begin implementation by collectively agreeing on core beliefs and altering our practices in accordance with those beliefs. SWHS will lower our discipline and police incidents by 5%.

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 Continue to require all students to wear an ID while on campus and be in dress code	<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	campus administrators		Ensure all students have a school identification badge and are made aware of the expectations to wear daily and be in dress code.	Improved compliance with these expectations, faculty survey, parent survey, student survey
2 Provide professional development opportunities on classroom management for teachers. The professional development will be grounded in Harry Wong, Capturing Kids Hearts, and Love and Logic.	<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	campus administrators		classroom observations focusing on classroom management issues	PDAS evaluations, referral rates

3	Implement a plan to provide adequate adult supervision in all common areas before and after school, during lunch, and all 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	10th grade principal
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development and publication of duty roster	monitoring of duty stations, safety and security of common areas
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4	Begin implementation of Love and Logic.	<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	campus administrators
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initial staff training and development of campus core beliefs	referral rates, student and staff surveys
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Operations

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

Campus Objective: SWHS will fully spend all our funds in an acceptable manner established by law.

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 Provide appropriate funds to support instruction in the classroom by providing supplies and other necessary items for students to use.	<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	Bookkeeper	Monthly budget reviews	Annual budget review
2 Provide funds to purchase books and other materials so that teachers can provide grade level appropriate materials for their students as well as books for Pre AP and AP 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, Associate Principal, Department Chairs	School Improvement Specialists	Budget Review - allocated dollars for books expenditures	Annual budget review, review of TAKS and TELPAS reading results

3	Partner with Harris County Community Youth Services to provide a social worker to work with students, teachers, parents and the community.	<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	CYS	Monthly reports from CYS	Annual report from CYS
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4	Align campus initiatives with the goals of the District's Five Year Plan.	<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	CIT	Ongoing evaluation of progress toward CIP goals with CIT	Annual CIP review
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5	Actively pursue grant opportunities that support the priorities and initiatives of this CIP.	<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	Associate Principal, CIT, Teachers	Monitor status of current grants and regular evaluation of new opportunities	Available grants for 2011-2012 school year
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Coordinate campus and district funds to upgrade and grow the technology resources on 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, Campus Technology Specialist, Department Chairs	Bookkeeper	Review of teacher technology goals	STAR chart report
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Community

Campus Goal: SWHS will have a welcoming environment for parents and community members. The school will serve as a valuable information resource for parents, and parents will be encouraged to actively engage in their children's education.

Campus Objective: SWHS will increase parent involvement in programs by 10% by communicating more efficiently.

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 Hold grade level parent meetings, with Spanish translation, to increase home/school communication, increase parent knowledge of campus events, and provide parents information about how to support their students' high school experience and post-secondary transition.	<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	Campus Administrators	Translation services Website Callout system	Parent meeting attendance rates	Parent Survey
2 Improve the usefulness of the school website by keeping information current and including more information.	<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	Prinicpal 10th grade assistant pricipal	district web team	Audit of campus website for updated content.	Parent survey

3	Continue to communicate through a variety of modalities including the website, PTA newsletter, phone call outs, and email.	<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 10th grade assistant principal		Weekly communication meetings to ensure all events are posted in multiple locations.	Parent Survey
4	Provide adult education opportunities including English classes, Parenting classes, College Admissions and Financial Aide seminars, and GED 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 College Counselor	Harris County Department of Education Spring Branch Adult Education Dept.	List of opportunities	Participation rates
5	Continue work on a marketing plan, in collaboration with the District's Community Relations Department, designed to attract more parents and community members to SWHS.	<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 10th Grade Asst. Prinicipal	District Public Relations Team	Creation of marketing brochure	Parent and Community Survey

6	Encourage every parent to sign up for Family Access and find ways to regularly remind parents to access the portal to check on their student's progress.	<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	Clerical staff for distribution	Number of parents receiving login for the Family AccessSystem	User rates report
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7	Continue to operate our Parent Center on campus and increase the number of parents making use of the resource.	<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	Drop Out Prevention Specialist		Number of parents utilizing the Parent Center	Annual report and parent survey
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8	Coordinate with feeder elementary and middle school activities that get the whole community invested in Spring Woods High 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	Administrators and Organization Sponsors		Calendar of events	Student Participation Rates
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People

Campus Goal: SWHS will value teachers and teaching. Resources will be committed to maintaining our commitment to being a "professional learning community," finding and keeping the best teachers, and providing opportunities for continual professional growth.

Campus Objective: SWHS will retain 90% of the current staff.

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 Planning time for teams will be built into the master schedule so that core academic teams have planning time at least three days a week.	<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	Associate Principal	Lead Counselor	Master Schedule Audit	Teacher survey: effectiveness of team planning
2 Staff development for special education teachers will include analyzing test data and curriculum development to better align special education instruction with the student assessment requirements for special education 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	Associate Principal School Improvement Specialists		Special education needs assessment	Special Education Test Data

3	Technology staff development will be offered monthly.	<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	Campus Instructional Specialist for Technology	Calendar of trainings	Teacher training transcripts
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4	School Improvement Specialists will be available for all core subject area teachers. These specialists will assist teachers in the planning of instruction, the analysis of data, and effective teaching practices.	<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 Associate Principal School Improvement Specialists	Campus Needs Assessment	Teacher survey and Test results
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5	Our Literacy Team will continue to push the implementation of cross-curricular literacy and find appropriate staff development opportunities for staff to effectively support literacy in every 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	Associate Principal Lead Teachers	Campus Needs Assessment	Test results
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6

Funding will be available to send teachers to training and conferences that are aligned with the priorities of this CIP.

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

Campus Needs Assessment

Teacher survey and Teacher training transcripts

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.	<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, Associate Principal, CIT		Review of grades, CBQ and Benchmark data	TAKS data, Course passing rate
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. Describe your campus program for developing, strengthening, accelerating, and monitoring reading 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				

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
	Provide specific information about the remediation and monitoring of SSI students on your campus.	

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	Principal, Associate Principal, Assistant Principals	Campus Technology Specialist, District professional development	Classroom observations: technology integration, new teacher progress.	PDAS

5 Required Federal	(Safe & Drug-Free Schools) Integrate violence prevention lessons including Bullying Prevention and Tobacco Alcohol and Other Drugs (TAOD) prevention lessons in academic subject areas and/or student assistance programs/mentoring and daily schoolwide morning television broadcasts.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Counselors, Red Ribbon Week Coordinator	Guest Speakers, Red Ribbon Material, Counseling and Advisory lessons, SBISD police	Discipline data, counseling referrals	Parent, teacher, student surveys
		Provide specific information about the activities on your campus.				

6	Promote parent and community involvement in TAOD (tobacco, alcohol and other drugs) and violence prevention programs/ activities.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Grade level principals	HPD gang taskforce, parent meetings, website, district resources, CYS and CIS social workers	Parent meeting attendance, discipline referrals	parent, teacher, student surveys
	Required					
Federal						

7	(Safe & Drug-Free Schools) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * TRIBES * Love and Logic	<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	CSCHAC members	Nurse resources	Monthly information emails from Nurse	Teacher survey
	Required					
Federal						

Using this list, select those that apply to your campus and describe how they are implemented.

8	(SPECIAL EDUCATION) · Monitor LRE ratio · Develop campus capacity to support inclusive programming for students with disabilities · Evaluate campus LRE ratio	<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				
	Required					
Federal						

Describe what is being done on your campus to promote or increase inclusion.

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 <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, Associate Principal, School Improvement Specialists for Special Education	District support personnel	Grades, CBQ and Benchmark data, ARDS	Course passing rate, TAKS scores, annual ARDS
Federal						

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 <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	School Improvement Specialists for Special Education	Lamp Post, District support staff	Attendance at annual staff meeting on Special Education requirements. ARD minutes	Course passing rates, TAKS scores
Federal						

11 Required	(State Comp. Ed.) Utilize specialist(s) to assist with supplemental At-Risk services in the content areas: * Language Arts * Math * Science * Social Studies * Other includes: ESOL support, Reading Intervention Specialist Describe how school improvement specialists, intervention specialists and other support staff are being used on your campus to meet this expectation.	<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	Associate Principal, School Improvement Specialists		Intervention rosters, weekly SIS schedules	Course passing rate, TAKS scores
State and Federal						

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	Principal, Associate Principal	Teachers, School Improvement Specialists, Counselors	Identification and scheduling of at-risk students	Course
State and Federal	At risk students will be provided access to daily after school tutorials and extended library hours. Weekly, struggling students will be scheduled into Thursday interventions. Each semester, 9th grade students who have failed multiple courses will be enrolled in a Saturday school program to improve their grades.	<input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP				

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

14	Required	(Title II, A&D) Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:	<input type="checkbox"/> CNA
		* 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
Federal		Complete this activity by describing how you will meet this expectation on your campus.	<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

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
Federal		Complete this activity by describing how you will meet this expectation on your campus.	<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

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
State		this activity for middle and high schools only.	<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.	

- 20
Required
State
- (Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:
- 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.
- CNA
 - SRS
 - QS
 - PD
 - PI
 - T
 - TDA
 - MTA
 - AQT
 - CSP

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

- 21
Required
State
- (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.
- CNA
 - SRS
 - QS
 - PD
 - PI
 - T
 - TDA
 - MTA
 - AQT
 - CSP

Complete this activity by describing how you will meet this expectation on your campus.

- 22
Required
State
- (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.
- CNA
 - SRS
 - QS
 - PD
 - PI
 - T
 - TDA
 - MTA
 - AQT
 - CSP

Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.

Complete this activity by describing how you will meet these expectations on your campus.

	Coordinated School Health (CSH) and CIP:	<input type="checkbox"/> CNA
		<input type="checkbox"/> SRS
23	Steps to incorporate CSH -	<input type="checkbox"/> QS
Required	1. Review the School Health Index completed by the C-SHAC	<input type="checkbox"/> PD
		<input type="checkbox"/> PI
	2. Identify focus area(s) for campus	<input type="checkbox"/> T
	3. Choose focus area(s) to place in this area of Required Elements	<input type="checkbox"/> TDA
State	4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year:	<input type="checkbox"/> MTA
	a. District Five Year Goal Campus Survey	<input type="checkbox"/> AQT
	b. School Health Index	<input type="checkbox"/> CSP
	c. SEL/40 Developmental Asset Survey	