

**Student Performance**

**Campus Goal:** We will remain an Exemplary Campus through a relevant and rigorous curriculum.

**Campus Objective:** 1) All tested grade level passing averages will remain at 90% or above. 2) All commended performance levels will remain at 50% or above. 3) All student reading levels will be on or above recommended district reading levels.

**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 The literacy team, as well as ALL faculty and staff, will: 1. Meet monthly as literacy team to refine the definition of Self Determining Reader by following through with CCP, book buddies, guided reading practices, nightly reading ideas, Comprehension Tool Kit, and reviewing conventions of non fiction text. 2. Incorporate new Comprehension Tool Kit for grades K-2. 3. Each grade level will choose one of the Self Determining Reader areas to focus growth for the school year. Professional development time every two weeks will be the work time allocated for this learning. 4. LA/SS SIS will model lessons in classrooms as well as work with teams.	<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 Assist. Principal SIS Team Leaders Instructional Leadership Team	District Literacy Summit information/ideas Comprehension Tool Kit for each teacher K-5	Weekly evidence in lesson plans Benchmark data- 9 weeks Team minutes for all meetings- monthly Professional development documentation per meeting- bimonthly Observation forms per observation Teacher appraisals- at least one per semester	TAKS- spring Summative appraisals- April/May

2	<p>Faculty will integrate advanced technology including emerging technology into curricula and instruction and in using those technologies, create new learning environments.</p> <p>1. 4th grade teachers will use ACTIVboard Flip Charts in their instruction at least once a week.</p> <p>2. All teachers will be trained in creating Flip Charts by the end of the 2008-2009 school year.</p> <p>3. 3rd grade will use new Keyboards to teach the application of keyboarding.</p> <p>(continued)</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Principal Committee members Chair person Technology specialist	Technology specialist on campus District Liaisons GEEK	Weekly/monthly evidence of technology instruction in lesson plans and grade level projects Vertical Team meeting minutes	End of Year Student, staff, parent surveys
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3	<p>The math/science team, as well as ALL faculty and staff, will:</p> <p>1. Develop Math / Science Day - teams will work with SIS on planning for ideas and support.</p> <p>2. Use Target the Question and Exemplars in grades 1-5.</p> <p>3. Use the Problem Solving Rubric in grades 1-5</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Committee chair person Principal Assist. Principal SIS Team Leaders Instructional Leadership Team	District/ state math curriculum Lone Star math kit for each teacher grades 1-5 Investigations Math Kit for each teacher grade K-2 Technology specialist	Weekly evidence in lesson plans Benchmark data- 9 weeks Team minutes for all meetings- monthly Professional development documentation per meeting- bimonthly Observation forms per observation Teacher appraisals- at least one per semester	TAKS- spring Survey results- end of year Summative appraisals- April/May
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4	<p>Focus writing in grades K-5 by reviewing and sharing writing samples with students, and other teachers, to better understand traits of writing by example.</p> <p>Refine writing practices to increase commended scores in writing.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal SIS/LA, SS Literacy Team	Samples written by John O'Flahavan/ Wilchester	Professional Development/Faculty meeting agenda-monthly Weekly lesson plans	TAKS 3's/4's writing scores - Spring
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5	Continue training for district initiative- Designing and Delivering Effective Instruction following district 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 Asst. Principal SIS/LA, SS SIS/Math, SCI Teacher Leaders	District and faculty professional development workshops District/campus DDI cadre	Training dates on school agendas	Walkthroughs per appraisal system- 2 per year and summative in May Weekly Lesson plans
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**Student Performance**

**Campus Goal:** We will focus students toward academic success/college education.

**Campus Objective:** 1) 100% of classroom teachers will utilize small group, differentiated instruction to meet student needs. 2) 100% of sub-populations per grade level will score at 90% or above on state testing.

**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. All classrooms will use small group, differentiated instruction to meet the needs of learners i.e. guided reading, math workshop model, small groups based on data analysis  2. Teachers will attend training in addressing second language acquisition to carry out highly focused, innovative, locally designed activities to expand or enhance existing language 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	Principal ESOL specialist Special Education Department Resource teachers Diagnostician	Workshop method Conferences	Lesson plans - Weekly Testing data - 9-weeks Faculty Training dates and attendance sign-in sheet Teacher appraisal goals fall	Summative appraisal - April/May Weekly lesson plans Team discussions in meetings - monthly

**Student Performance**

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

**Campus Objective:** 100% of students will participate in daily character development instruction.

**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 The SEL committee will improve our character education program that meets established criteria for social and emotional learning.  In addition, this committee will provide Developmental Assets overview for campus teachers, counselor and all other staff members to support 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	Principal Assistant Principal SEL committee Counselor	SEL training guides	Faculty training sign in Minutes from SEL meetings- monthly	Student/parent surveys- end of year Sign in sheets from each meeting
2 Continue to build a sense of cooperation, mutual support and responsiveness among community members, parents, staff, and students by sharing the school's vision, mission and goals regularly.  Motivational Productions will show 2 productions that will address ethical standards.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal AP PTA - board members	CIT Campus committees Newsletter Back to School Night Open House BHE TV	-Parent newsletter Monthly -PTA meetings Monthly -Parent Conferences Fall/Spring -CIT meetings Monthly -Open House Spring	Parent/Teacher Survey- end of year Conference Sign-In sheets- Fall/Spring

**Student Performance**

**Campus Goal:** We will encourage activities outside the classroom and bring new opportunities as choices for students

**Campus Objective:** 1) Promote participation through BHE TV, flyers and Lion's Roar. 2) Offer at least one new afterschool activity that has not been offered before.

**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 outside programs: Art After School Bunker Hill Fiddlers Chess Club Spanish After School Weekly jogging club Lacrosse Mad Science Boy/Girl Scouts Computer Club Books and a Bite	<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 Administrative Asst.	Art After School program Frostwood Fiddler program Chess Club program	Calendar Dates on Master Schedule- weekly/monthly	Program completion End of year survey of program or feedback opportunity to parents via email

**Safety**

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

**Campus Objective:** 100% of staff will be trained and participate in required yearly EOP (Emergency Operation Plan) drills. Administration will work to add recommendations to the school based on recent safety audit.

**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. The Principal and Assistant Principal along with the Emergency Team will: 1. Review and refine EOP 2. Conduct all EOP required drills and 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 Principal Office staff Emergency Operations Team (EOP)	Campus EOP	Dates of meeting- monthly Calendar dates of scheduled drills - fire drills and shelter-in-place- monthly	Summative yearly documentation of completed drills Agenda of meetings-summative report for year

**Operations**

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

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

**5 Year Plan Goal** SBISD will use strategic plans to be fiscally responsible and efficiently use all resources-human, time and monetary-to support student achievement.

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1 Utilize primary and intermediate literacy intervention specialists to assist with at-risk services in the areas of reading and math.	<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 School Improvement Specialists	PTA will pay for .5 intermediate and .25 primary specialist TAKS preparation books	Obs. S., DRA/EDL,QRI- fall & md yr Released TAKS fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic	End-of-Year Obs.S.,DRA/EDL,QRI RR/DLL Report Annual IPT TAKS RPTE End-of-year report cards Spring Benchmarks

**Community**

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

**Campus Objective:** By the end of September, teachers will have met with 100% of classroom parents.

**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 1. Parents will have the opportunity to attend Back to School Night with teacher, administrator, and support staff in September. 2. Teachers will send regular communication, i.e., newsletters, graded assignments, behavior records, home to parents. 3. Parents will be kept informed of school events via multiple methods including email, phone call outs and letter from school office.	<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 AP ALL BHE faculty and Staff	PowerPoint presentations Handouts for parents	PowerPoint presentations- Fall/Spring Handouts for parents per meeting Copies of Newsletters	Calendar dates and Agendas - End of year Parent Survey- End of year
2 By the end of September, teachers will have met with 100% of parents	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal AP Classroom teachers		Back to School Night sign up- Fall Sign in when meet with teacher- Fall/Spring	Sign-in Sheet per meetings - Fall/Spring Teacher conference schedule- end of year

3	All students grades 1-5 will receive progress reports for each nine week reporting period.	<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 AP Classroom m Teacher	District printed progress reports	Calendar for scheduled progress- every 9 weeks reports/ report card sent home- every 9 weeks	Parent survey for communication about academic progress- end of year
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4	Provide a variety of methods to increase home/school communication including: *each grade level will establish specific weekly communication to parents equal across grade level *continue construction of BHE PTA website to house all communication, forms, schedules, BHE school handbook, email addresses *PTA Lions Roar - 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	PTA board members BHE Administration and office Classroom teachers	PTA budget	-Web page updates weekly/monthly -Classroom/grade level newsletters weekly PTA monthly newspaper	Parent surveys -end of year
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**People**

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

**Campus Objective:** Bunker Hill SEL Committee will work together to achieve listed goals to retain the best teachers.

**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 1. Vertical Teams to meet 3 times per year to work towards committee driven goals. 2 Foster and support collaborative team development that is action-oriented and responds to student need and success	<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 Assist. Principals Team Leaders Instructional Leadership Tea Committee members Chair persons	FISH materials Professional Learning Community materials - Rick DuFour School Improvement Specialists District administrators	Vertical Team meeting feedback- 5 times per year Record of team development - every 2 weeks	End of year Staff survey and Student survey Parent survey Minutes of meetings during the year
2 Fully implement an effective, structured mentoring program for teachers with two or less years experience.	<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	Lead Mentor Mentor teachers selected by principal	District BTIM program	Notes recorded at each mentor/mentee meeting.  Completed documentation as required by BTIM for grant purposes.	End of year Staff survey

**Campus Goal:** We will adhere to all Federal and State requirements, mandates, and laws

**Campus Objective:** To remain in compliance with Federal and State Law

**5 Year Plan Goal** SBISD will meet all Federal and State Requirements

	<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1 Required  State	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 checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	C & I Division Content/Program Directors Campus Principal	None	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data
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.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Director Language Arts Campus Principal Language Arts SIS Reading intervention support staff	Comprehension Toolkit C & I Portal	Running records Miscue analysis Reading inventory	Spring DRA Evaluation Running records

3	Required	Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" 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	Campus principal Campus school improvement specialists Campus intervention support staff	None	accelerated instruction plan, benchmark/released TAKS data, service logs, progress reports, report cards, conference records	Spring district/state assessment data, promotion/retention data, report cards.
			State				

4	Required	(Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a)challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the Texas Assessment of Knowledge and Skills (TAKS).	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal& Asst. Princ Instructional Leadership Team Technology Team	Instructional Tech. Dept. School Improvement Spec.	Evaluate the level of technology integration per semester lesson plans - per semester Documentation for examining levels of integration and training	* End-of-Year data analysis as compared to previous year's data
			Local				

5	Required	(Safe & Drug Free Schools) Integrate violence prevention lessons including Bullying Prevention and Tobacco Alcohol and Other Drugs (TAOD) prevention lessons in academic subject areas and/or student assistance programs/mentoring and daily school wide 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	SDFSC Campus Facilitator Principal Counselor	Title IV \$533.00 SDFSC Staff Reg.IV Tobacco Prev. Spec Community Professionals	Parent and Student Referrals & teacher referrals Monthly -Lesson Plans Weekly	-PEIMS 425 Incident Report -Yearly analysis of Prof. Dev. Evaluations -Yearly analysis of Staff Survey
			Federal				

6	Required	(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 checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Spec. Ed. Campus Support Staff	Campus LRE ratio per grading period Spec. Ed. Admin. Team	Log tracking per log entries required LRE campus ratio	LRE campus ratio annual report
			Federal				

7 Required	· Examine the Campus State Developed Assessment (SDAA) reports with respect to the percentage of students achieving their SDAA Instructional and Achievement levels (as per ARD committee recommendation)	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Campus Administration Diagnostician Spec. Ed. Campus Support Staff	ARD process Spec. Ed. Admin. Team Account./Research Dept.	Initial Benchmarking, where applicable Fall Special Education meeting agendas- per meeting	· Annual analysis of Campus State Developed Assessment (SDAA) reports with respect to the percentage of students achieving their SDAA Instructional and Achievement levels (as per ARD committee recommendation)
		Federal				

8 Required	· Train all special education staff, building administrators, and counselors on timeline requirements and staff compliance.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Speech Path., Diag., Diag. Teacher, Counselors Campus Administration	STAT Referral Action Plans & documentation Educaid Report Spec. Ed. Admin. Team	Meeting agenda per meeting Compilation of reports and Child Find Info. Logs with summary of timeline issues monthly	· Analysis of annual appraisal report for baseline in referrals and corresponding "hit rate," i.e., compare 2003-2004 and 2004-2005 changes
		Federal				

9 Required	(Title II,A&D) Provide professional development that increases knowledge and skills related to * vertical alignment *scientifically-based research programs *instructional strategies to meet the needs of diverse student populations *integration of technology into curricula and instruction for improving teaching, learning, and technology literacy *TAKS testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and /or math. *This includes opportunities for teachers to be coached, attend sustained training/ in-services/ workshops and/or conferences together with structured follow up.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Team leaders School Improvement Spec. Intervention Specialists	Title II A Title II D Content Area Directors	Obs. S., DRA/EDL,QRI- fall & md yr ·Benchmarks, Report Card 9 weeks ·Progress Reports 3 wks before each report card ·Released TAKS fall ·Agendas, Sign-Ins& Eval. per training	·Implementation Survey ·Teacher Survey ·Teacher Appraisals ·Student Survey ·End of year ObsS,DRA/EDL, /QRI,Report card ·TAKS
		Federal				

10 Required	(Title II,A&D) The CIT, teachers and administrators will complete prof. dev. in clearly defined focus areas to meet No Child Left Behind (NCLB), District and campus goals and participate in campus and district prof. dev. survey accountability training.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Team Leaders School Improvement Spec. Intervention Specialists	Title II A Title II D Content Area Directors	·Prof. dev. documentation - per training ·Campus surveys- Spring ·District surveys - Spring	·Summative appraisals ·Results of surveys ·Staff Survey
Federal						
11 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 checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Parent Involvement Comm. CIT Instructional Leadership Team	Ext. Funding/Compl.Dept.	·Agendas, Sign-Ins, Minutes per planning meeting ·Calendar, Agenda, Sign- Ins per training session	·Training evaluation ·Parent evaluation or survey
Federal						
12 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 checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal G/T Administrator School Improvement Specialists Counselors GT Liaison	G/T Consultants Region IV G/T Dir. Houston Area Coop on G/T	Certificates of Attendance for G/T per session G/T Prof Dev.Sign-in per session Teacher walk through observations per each walk through	G/T Professional Development Records for each employee Select from suggestions Evidence of Implementation Array/PD Survey Teacher Array/PD Survey Teacher Appraisals/Teacher walk through observations.
State						

13	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	Principal Assist. Princ Campus Partnerships Liaison Campus Volunteer Liaison School Improvement Specialists	Vol./Partnership Office Vol.Partners/Partnerships SASI Vol. Partnership Database	*Sign- Ins, & hours per campus visit *Ongoing increase in # of Volunteers per nine weeks *Mentor/Mentee & Tutor/Tutee success through review of volunteer intervention with students: *Attendance *Discipline *Academic Progress per semester per student served	·End-of year increase in # of volunteers/partnerships from '05-'06 ·End-of-year increase in # of hours of volunteers ·Satisfaction survey of teachers and volunteer/partnership representatives and evaluation of volunteer/partnership programs (tied, where applicable to campus / district survey)
Required						
Local						

14	(Safe & Drug Free Schools) Provide professional development based on level of expertise and need in the following areas: a) Bullying Prevention b) Violence/conflict resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Prevention Curriculum training f) No Place For Hate	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	SDFSC Asst. Admin. Region IV Community Professionals Anti-Defamation League	·Calendar of In-Service Dates F all & Spr ·Agendas, Sign-Ins per training ·Training Evaluations per training ·Lesson Plans weekly	·Attendance Rosters ·Prof. Dev. Evaluations ·PEIMS 425 Incident Report ·Staff Survey
Required						
Federal						

15	Promote parent and community involvement in TAOD and violence prevention programs/activities.	<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	SDFSC Campus Facilitator Principal	SDFS Staff Local Law Enforce. Off. Community Professionals	·Agendas, Sign-Ins per training ·Training Evaluations per training	·Participant Rosters ·Program Calendar ·Parent Evaluations ·Surveys
Required						
Federal						

16	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal & Asst. Prin. School Improvement Spec. Intervention Specialists Mentors Team Leaders	Title II A Mentoring-HR Dept. No Child Left Behind	·Team Meeting Minutes per meeting ·Campus Mentor's Log weekly ·Campus meetings minutes- monthly ·Dist. Mentor/Mentee Calendar Fall/Spring	·End-of-Year Mentor/Mentee Survey and/or Reflections
Required						
Federal						

17	Recruit and retain highly qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the Website and by participating in job fairs.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Prin Instructional Leadership Team Team Leaders Technology Team Classroom Teachers	School Improvement Spec. Human Resources No Child Left Behind	Job Fairs- Spring Update Website- Fall/Spring	·Applications submitted ·Personnel Roster
Required						
Federal						

18	PK and K teachers develop transition strategies, and school provides Kindergarten orientation at different times and in a variety of settings to increase the number of parents participating and sharing transition strategies.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal & Asst. Princ.	PreK School Director PreK. and Kinder teachers	·Identify K 07/08 students Spr 07 ·Identify feeder PK & HS sts Spr 07 ·Round-Up Flyer by April 07	·Evaluation of transition strategies/ progress PK -1 ·Round-Up Sign In ·Round-Up Parent Evaluation ·Spring Update Website
Required						
Federal						

19	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> ; (b) including The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal School Improvement Spec. Intervention Specialists	Curriculum Directors DDI trained teachers	Calendar Fall and Spring Edmin Reports Monthly Lesson Plans Weekly Appraisals Fall and Spring Walk-thru documentation per semester	End of Year EDMIN Reports Summative Evaluations
Required						
Local						

20 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	Principal Assist. Princ School Improvement Specialists Classroom Teachers GT Liaison Counselors	Dir. of Adv.Acad. Studies Teachers School Improvement Spec. GT Liaison	Lesson Plans	weekly	·End of year report cards ·TAKS scores District or campus evaluation surveys
		<input type="checkbox"/> SRS			Report Cards	6 or 9 weeks	
State		<input type="checkbox"/> QS			Curriculum outlines	quarterly	
		<input type="checkbox"/> PD			Benchmarks	9 weeks	
		<input type="checkbox"/> PI					
		<input type="checkbox"/> T					
		<input type="checkbox"/> TDA					
		<input type="checkbox"/> MTA					
		<input type="checkbox"/> AQT					
		<input type="checkbox"/> CSP					

21 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 GT students, low SES GT students, and those students showing great potential but who are difficult to identify as intellectually gifted.	<input type="checkbox"/> CNA	Principal Assist. Princ Counselor	G/T Screening Proc. Manual TX State GT Educ. Plan Dir. Adv.Acad.Studies District Personnel Parents/Teachers/Staff	·Student nominations-	per district GT calendar	·Student nominations per district GT calendar ·G/T participation rosters per semester ·Ethnicity reports per semester ·Screening results per district calendar
		<input type="checkbox"/> SRS			·G/T participation rosters-	per semester	
State		<input type="checkbox"/> QS			·Ethnicity reports-	per semester	
		<input type="checkbox"/> PD			·Screening results per	Dist. calendar	
		<input type="checkbox"/> PI					
		<input type="checkbox"/> T					
		<input checked="" type="checkbox"/> TDA					
		<input type="checkbox"/> MTA					
		<input type="checkbox"/> AQT					
		<input type="checkbox"/> CSP					

22 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 Interventional specialist	<input type="checkbox"/> CNA	Principals School Improvement Specialists	2 SCE FTE's Title III	Obs. S., DRA/EDL,QRI-	fall & md yr	·End-of-Year Obs.S.,DRA/ EDL,QRI ·RR/DLL Report ·Annual IPT ·TAKS ·RPTE ·End-of-year report cards ·Spring Benchmarks
		<input type="checkbox"/> SRS			Released TAKS	fall	
State and Federal		<input checked="" type="checkbox"/> QS			Benchmarks	9 weeks	
		<input type="checkbox"/> PD			Report Card	9 weeks	
		<input type="checkbox"/> PI			Progress Reports	3 wks before each report card	
		<input type="checkbox"/> T			Eng. Acquisition Measure	periodic	
		<input type="checkbox"/> TDA					
		<input checked="" type="checkbox"/> MTA					
		<input type="checkbox"/> AQT					
		<input type="checkbox"/> CSP					

23 Required	Identify at risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, TAKS support, bilingual material After-school tutorials Summer School Computer assisted instruction includes: Compass, Plato, Larsens Math, Fast Math	<input type="checkbox"/> CNA	Principal Team Leader School Improvement Specialists Intervention Specialists	SCE \$790.00 Title III	Obs. S., DRA/EDL,QRI-	fall & md yr	·End-of-Year Obs.S.,DRA/ EDL,QRI ·RR/DLL Report ·Annual IPT ·TAKS ·RPTE ·End-of-year report cards ·Spring Benchmarks
		<input type="checkbox"/> SRS			Released TAKS	fall	
State and Federal		<input checked="" type="checkbox"/> QS			Benchmarks	9 weeks	
		<input type="checkbox"/> PD			Report Card	9 weeks	
		<input type="checkbox"/> PI			Progress Reports	3 wks before each report card	
		<input type="checkbox"/> T			Eng. Acquisition Measure	periodic	
		<input type="checkbox"/> TDA			Identify At-Risk students	fall	
		<input checked="" type="checkbox"/> MTA					
		<input type="checkbox"/> AQT					
		<input checked="" type="checkbox"/> CSP					