

**Student Performance**

**Campus Goal:** We will remain an Exemplary Campus with an enriched and challenging PK-5 curriculum that fosters creativity, critical thinking, and achievement.

**Campus Objective:** Raise the level of student academic performance as verified through an increase in both the passing and commended percentages in all state tests and district benchmark assessments, including the DRA.

**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 Language Arts Implement Guided Reading in every grade level, PK-5. Provide staff development time for every grade level with our SIS. Continue the development of our literacy library. Provide grade level and vertical alignment planning time to develop lessons/roadmaps/scope and sequence for language arts. Grade levels to meet with our LA SIS on a monthly basis to plan 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	Teresa Henshaw Francie Moore Literacy Committee Administration	District staff development days PTA planning days (2) Campus budget Library Resource page Reading Motivation Programs	Teacher Appraisal Goals fall Lesson Plans weekly Team meeting minutes weekly Walk Throughs 1 per semester Agendas, Sign-Ins 1 per training Training Evaluations 1 per training Benchmarks 9 weeks Grade level/SIS planning 9 weeks	TAKS scores - Spring Spring Benchmark data Teacher Appraisal Summatives Summative Team meeting

2	Math	<input type="checkbox"/> CNA	Janet Rider	AMI funding	Teacher Appraisal Goals	Fall	TAKS scores
	Engage students in 75 minutes of mathematics instruction daily.	<input type="checkbox"/> SRS	Carol Karna	District staff development	Lesson Plans	weekly	Benchmark data
	Provide staff development time for every grade level with our SIS.	<input type="checkbox"/> QS	Team Leaders	days	Team meeting minutes	weekly	Teacher Appraisal Summatives
	Provide grade level and vertical alignment planning time to develop lessons/roadmaps/scope and sequence for math.	<input type="checkbox"/> PD	4th and 5th grade math teachers	PTA planning days (2)	Walk Throughs	1 per semester	Summative Team meeting
	Continue Math Navigators initiative in grades 4 and 5. Integrate some components of Navigators into 3rd grade.	<input type="checkbox"/> PI	Stefanie Roach	Campus budget	Agendas, Sign-Ins	1 per training	
	Incorporate aspects of the Math Questioning initiative with the entire staff.	<input type="checkbox"/> T	Belinda Henry	Library Resource page	Training Evaluations	1 per training	
	Make opportunities for small group mathematics instruction on a weekly basis.	<input type="checkbox"/> TDA		Faculty meetings	Benchmarks	9 weeks	
	Grade levels to meet with our SIS on a monthly basis to plan mathematics instruction.	<input type="checkbox"/> MTA					
		<input type="checkbox"/> AQT					
		<input type="checkbox"/> CSP					

3	Science	<input type="checkbox"/> CNA	Janet Rider	FOSS kits and training	Teacher Appraisal Goals	Fall	Teacher Appraisal Summatives
	Utilize school improvement specialist, technology teacher, and staff development opportunities to support teachers improving classroom instruction in science.	<input type="checkbox"/> SRS	Carol Karna	PTA funded Discovery Center	Lesson Plans	weekly	TAKS scores - 5th grade
	Provide grade level and vertical alignment planning time to develop lessons/roadmaps/scope and sequence for science.	<input type="checkbox"/> QS	Francie Moore	District staff development	Team meeting minutes	weekly	Benchmark data - 2nd-5th grades
		<input type="checkbox"/> PD	Team Leaders	days	Walk Throughs	1 per semester	Summative Team meeting
		<input type="checkbox"/> PI	Stefanie Roach	PTA planning days (2)	Agendas, Sign-Ins	1 per training	
		<input type="checkbox"/> T	Belinda Henry	Campus budget	Training Evaluations	1 per training	
		<input type="checkbox"/> TDA		Library Resource page	Benchmarks	9 weeks	
		<input type="checkbox"/> MTA		PTA funds	Science Fair Projects	February	
		<input type="checkbox"/> AQT					
		<input type="checkbox"/> CSP					

4	Social Studies	<input type="checkbox"/> CNA	Teresa Henshaw	District staff development	Teacher Appraisal Goals	fall	Teacher Appraisal Summatives
	Utilize school improvement specialist, technology teacher, and staff development opportunities (History Alive, curriculum meetings) to support teachers improving classroom instruction in social studies.	<input type="checkbox"/> SRS	Carol Karna	days	Lesson Plans	weekly	Spring Benchmarks - 5th grade
	Provide grade level and vertical alignment planning time to develop lessons/roadmaps/scope and sequence for social studies.	<input type="checkbox"/> QS	Francie Moore	PTA planning days (2)	Team meeting minutes	weekly	Summative Team meeting
		<input type="checkbox"/> PD	Team Leaders	Campus budget	Walk Throughs	1 per semester	
		<input type="checkbox"/> PI	Stefanie Roach	Library Resource page	Agendas, Sign-Ins	1 per training	
		<input type="checkbox"/> T	Belinda Henry		Training Evaluations	1 per training	
		<input type="checkbox"/> TDA			Benchmarks	9 weeks	
		<input type="checkbox"/> MTA			Inservice Day Summaries	9 weeks	
		<input type="checkbox"/> AQT					
		<input type="checkbox"/> CSP					

5	Spanish	<input type="checkbox"/> CNA	Stefanie Roach	Campus budget \$500	Observation data	9 weeks	Students
	Increase the accountability factor in our Spanish program by implementing Progress Reports every 9-weeks for every student.	<input type="checkbox"/> SRS	Spanish Instructor	Spanish curriculum	Classroom assessments	9 weeks	Presentations/Demonstrations
		<input type="checkbox"/> QS	Team Leaders	Newsletter	Lesson plans	weekly	Student, Teacher, Parent Surveys
		<input type="checkbox"/> PD	Parent volunteers		Emails to grade levels	weekly	
	Increase parental communication about Spanish instruction and the curriculum being taught.	<input type="checkbox"/> PI			Newsletter articles	9 weeks	
		<input type="checkbox"/> T					
		<input type="checkbox"/> TDA					
		<input type="checkbox"/> MTA					
		<input type="checkbox"/> AQT					
	Incorporate more cross-curricular opportunities with the Spanish program and our regular general education classes.	<input type="checkbox"/> CSP					

6	Technology	<input type="checkbox"/> CNA	Carol Karna	PTA funds	Laptop check out system	monthly	Student work samples,
	Enhance the curriculum through the integration of technology as follows:	<input type="checkbox"/> SRS	Francie Moore	Campus budget	Teacher Lesson Plans	weekly	products, and projects
		<input type="checkbox"/> QS	Technology committee	Carol Karna	Walk throughs	monthly	End -of -year surveys
		<input type="checkbox"/> PD		Computer lab			
		ACTIVboard in Kindergarten	<input type="checkbox"/> PI	Laptops			
		ACTIVboard in 3rd, 4th and 5th and existing rooms	<input type="checkbox"/> T	Classroom mini-labs			
		Keyboarding in 3rd	<input type="checkbox"/> TDA	ACTIVboard			
		implement 2.0	<input type="checkbox"/> MTA	Software			
			<input type="checkbox"/> AQT	Atomic Learning			
			<input type="checkbox"/> CSP	Staff development			

7	Social and Emotional Learning	<input type="checkbox"/> CNA	Lynne Luburger	Motivational Productions program	Agendas and meetings	1 per meeting	Office referral data
	Continue school-wide committee to:	<input type="checkbox"/> SRS	TRIBES committee	Leadership Council			End-of-year survey
		<input type="checkbox"/> QS	Classroom teachers				Report Cards
		<input type="checkbox"/> PD	CSHAQ committee				
		-support, monitor and evaluate our focus on positive peer interaction	<input type="checkbox"/> PI				
		-promote mutual respect and safety through classroom lessons and special programs	<input type="checkbox"/> T				
		-continue concept of service learning	<input type="checkbox"/> TDA				
		-promote social skill development at every grade level	<input type="checkbox"/> MTA				
			<input type="checkbox"/> AQT				
			<input type="checkbox"/> CSP				

8	<p>Specials' Classes</p> <p>Enrich student learning in the areas of art, music, Spanish and health fitness by providing relevant and engaging delivery of curriculum.</p> <p>Increase the amount of communication between home and school about the curriculum being taught in all of these specialty areas.</p> <p>Specialists will attend Curriculum Nights.</p> <p>Continue Campus School Health Advisory Committee and the implementation of TRACK TALK.</p> <p>Promote a healthy lifestyle to all stakeholders, including parents, students and staff.</p> <p>Provide Art Gallery Night to all families.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>CSHAQ committee Jon Vines</p> <p>Mary Sherman Willson</p> <p>Judy Luthy</p> <p>Maggie Dunwoody</p> <p>Spanish Instructor</p>	<p>Staff Development Campus budget</p> <p>CSHAQ Committee</p>	<p>Walk Thrus 1 per visit Lesson plans weekly Newsletter Articles every 9 Weeks</p>	<p>Parent and Student Surveys Summative Conferences</p>
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9	<p>Begin dialogue about the Academy initiative in SBISD. Investigate the idea of creating an Academy at HCE.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>CIT</p>	<p>Stefanie Roach district personnel</p>	<p>CIT agendas</p>	<p>End of Year decision</p>
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**Student Performance**

**Campus Goal:** Through our focus on teaching and learning, we will prepare all students for a college education by meeting their needs as individual learners in a diverse population.

**Campus Objective:** Use differentiation in the classroom to deliver effective instruction to all learners.

**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 Continue to provide small group support for students demonstrating academic need including: ARI, AMI, OEY, LEP, writing intervention for 4th grade, Intervention Specialist  Emphasize the importance of all HCE teachers becoming ESL and GT certified so that all populations of learners are better served.	<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	Stefanie Roach Belinda Henry Intervention specialists (Margaret Mosby, .5 staff member and 4th grade writing staff member) Adele Herold Janet Rider Teresa Henshaw Classroom teachers	PTA funding AMI district- \$1000 OEY state money Classroom teachers	Observation survey Fall DRA/QRI Fall Benchmarks 9 weeks Released TAKS Fall RAISE /SWEEP spreadsheets monthly	End-of-Year OS, DRA,QRI End-of-Year Report Cards Spring Benchmarks TAKS RPTE
2 Engage in a year long focus on the idea of Team Teaching in the intermediate grades	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	CIT	other schools district personnel	CIT meetings and agendas monthly	End of Year final decision

**Student Performance**

**Campus Goal:** We will promote the development of strong ethical standards and character development in all children.

**Campus Objective:** Through a focus on the social and emotional development of students, all staff will engage in building developmental assets in the lives of the children.

**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	<p>Social and Emotional Learning</p> <p>Continue to build classroom and school-wide communities of learners using the TRIBES process.</p> <p>Provide staff development for new teachers, teacher assistants, and parents.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Lynne Luburger</p> <p>TRIBES committee</p> <p>Stefanie Roach</p> <p>Belinda Henry</p>	<p>PTA for TRIBES</p> <p>Staff development</p>	<p>Agenda, Sign-Ins 1 per training</p> <p>Training Evaluations 1 per training</p>	<p>Participant rosters</p> <p>Surveys</p> <p>Parent evaluation</p>
2	<p>Social and Emotional Learning</p> <p>Continue the implementation of the SEL District initiative with a focus on: - Asset Building</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>TRIBES Committee</p> <p>Administration</p> <p>Entire Staff</p>	<p>SEL Materials</p> <p>TRIBES Committee</p>	<p>Walk Thrus Per Semester</p> <p>Staff Development Per Semester</p> <p>Faculty Meetings Per Semester</p>	<p>Teacher Appraisal</p> <p>Summatives</p> <p>End-of -Year Student Surveys</p>

**Student Performance**

**Campus Goal:** We will afford students the opportunity to continue their learning outside the classroom.

**Campus Objective:** Continue all after school programs offered to children.

**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 Afford students the opportunity to participate in After-School programs on campus including: -Art After School -Chess Club -Boy/Girl Scouts -Memorial Sports Association use of our gym	<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	Stefanie Roach	Club directors HCE classrooms	Student attendance per session	Parent Survey end-of-year

**Safety**

**Campus Goal:** We will promote a culture of safety and respect among all stakeholders, including, children, staff members, community persons, and parents to enhance each child's learning experience.

**Campus Objective:** Increase our communication with all groups concerning safety drills and practices and the TRIBES way of life at HCE.

**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 focus and analysis of classroom management, student discipline, relationships and support of students, and office referrals	<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	Entire staff	literature on classroom management TRIBES training	Faculty meetings monthly Staff Development days	End of year parent and staff surveys

**Operations**

**Campus Goal:** We will align campus resources to the CIP and student achievement.

**Campus Objective:** 100% of finances will support both 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 All budgets, including PTA, General and Activity will be reviewed on a monthly basis for spending and planning purpose.	<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	Stefanie Roach PTA Executive Board Hannah Mora	Budget sheets	Monthly meetings with PTA and office	End of year documentation of spending

**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:** Utilize meetings, newsletters, conferences, committees, and email to foster communication and collaboration with all stakeholders.

**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 Provide a variety of methods to increase home/school communication including: -electronic address books for each classroom -web page -electronic newsletter -HCE handbook for all families -HCE Library Web Site -Call-out messages	<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	Stefanie Roach Belinda Henry Carol Karna Francie Moore	Campus budget Classroom teachers	Webpage updates 9 weeks Classroom/grade level emails monthly	End -of -year staff and parent surveys
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.  Provide PTA meetings during both the day and evening.	<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	Stefanie Roach Belinda Henry	CIT Campus committees Newsletter Parent Orientation Night Curriculum Night Faculty meetings Broadcast Studio	Parent newsletter Weekly PTA meetings Monthly Open House Fall Parent Conferences Fall/Spring HCE Handbook Fall CIT meetings Monthly	Parent/Teacher Survey CIT/PTA minutes Conference Sign-In sheets

**People**

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

**Campus Objective:** Staff will participate in CE hour requirements and campus staff development sessions. We will retain staff members at the end of the year.

**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	Afford all teachers the opportunity to attend staff development training off campus through designated monies given by PTA.	<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	Stefanie Roach Hannah Mora	PTA budget	Registration forms per event	Staff Survey end- of -year
2	Provide Planning Days to all teams for the purpose of team building and instructional 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	Stefanie Roach Hannah Mora	PTA budget Campus budget	Planning Days 2 per year	Staff Survey end-of-year

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

**Campus Objective:** 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 Stefanie Roach	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 Stefanie Roach Teresa Henshaw ARI support	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	Stefanie Roach Belinda Henry Teresa Henshaw Janet Rider ARI support Classroom teachers	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
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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	Stefanie Roach Belinda Henry Technology Committee	Instructional Tech. Dept. Teresa Henshaw Janet Rider	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
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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 Lynne Luburger Belinda Henry	Title IV \$502.00 SDFSC Staff Reg.IV Tobacco Prev. Spec Community Professionals	Parent, student and teacher referrals weekly Lesson Plans weekly	PEIMS 425 Incident Report Yearly analysis of Prof. Dev. Evaluations Yearly analysis of Staff Survey
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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	Stefanie Roach 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
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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	Stefanie Roach Diagnostician Spec. Ed. Campus Support Staff	ARD process Spec. Ed. Admin. Team Account./Research Dept.	Benchmarking Spec. Educ. agenda	Fall 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).
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 Pathologist Diagnostician Special Education staff	STAT Referral Action Plans & documentation Educaid Report Spec. Ed. Admin. Team	Meeting agenda Compilation of reports and Child Find Info. Logs with summary of timeline issues	per monthly	Analysis of annual appraisal report for baseline referrals and corresponding "hit rate," i.e., compare 2005-2006 and 2006-2007 changes.
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	Stefanie Roach Belinda Henry DDI cadre	Title II A Title II D Content Area Directors	Obs. S., DRA/EDL,QRI Benchmarks, Report Card Progress Reports 3 wks before each report card Released TAKS Agendas, Sign-Ins & Eval.	Fall & mid yr 9 weeks per training	Implementation Survey Teacher Survey Teacher Appraisals Student Survey End -of -year ObsS,DRA/EDL, /QRI,Report card TAKS

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	Stefanie Roach Belinda Henry	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
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	Stefanie Roach Belinda Henry DDI team Technology Committee Safety Committee PTA	Ext. Funding/Compl.Dept.	Agendas, Sign-Ins, Minutes per planning meeting Calendar, Agenda, Sign- Ins per training session Curriculum Nights September	Training evaluation Parent evaluation or survey
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	Francie Moore Lynne Luburger	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
13	Required	Develop, monitor and evaluate campus volunteer/partnership programs that include: -recruitment -training/support -recognition of volunteers/partnerships	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Susie Gaines Nancy Hastings PTA Stefanie Roach	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 07-08 End-of-year increase in # of hours of volunteers Satisfactory survey of teachers and volunteer/partnership representatives and evaluation of volunteer/partnership programs (tied, where applicable to campus / district survey)

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 g) Project Class	<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	Lynne Luberger SEL committee	SDFSC Asst. Admin. Region IV Community Professionals Anti-Defamation League	Calendar of In-Service Dates Fall & Spr Agendas, Sign-Ins per training Training Evaluations per training Lesson Plans weekly	Attendance Rosters Prof. Dev. Evaluations PEIMS 425 Incident Report Staff Survey
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15	Promote parent and community involvement in TAOD and violence prevention programs/activities. *Peace Week	<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	Lynne Luberger Belinda Henry	SDFS Staff Local Law Enforce. Off. Community Professionals	Agendas, Sign-Ins per training Training Evaluations per training	Participant Rosters Program Calendar Parent Evaluations Surveys
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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	Stefanie Roach, Belinda Henry Teresa Henshaw Janet Rider 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
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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	Stefanie Roach Belinda Henry Classroom Teachers	Human Resources No Child Left Behind	Job Fairs Spring Update Website Fall/Spring	Applications submitted Personnel Roster
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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	Kinder and PreK teachers Stefanie Roach Belinda Henry	PreK School Director PreK and Kinder teachers	Identify K 07/08 students Identify feeder PK & HS sts Round-Up Flyer by	Spr 08 Spr 08 April 08	Evaluation of transition strategies/ progress PK -1 Spring Update Website
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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	DDI cadre	Curriculum Directors DDI trained teachers	Calendar Spring Edmin Reports Lesson Plans Appraisals Walk-thru documentation per semester	Fall and Monthly Weekly Fall and Spring	End-of-Year EDMIN Reports Summative Evaluations
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20	(Gifted and Talented) In collaboration with specialist in content areas, implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Francie Moore GT teachers Lynne Luberger Stefanie Roach	Dir. of Adv.Acad. Studies Teachers School Improvement Spec. GT Liaison	Lesson Plans Report Cards Curriculum outlines Benchmarks	weekly 6 or 9 weeks quarterly 9 weeks	End- of -year report cards TAKS scores District or campus evaluation surveys
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21	(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 <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	Francie Moore Lynne Luberger	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 G/T participation rosters- Ethnicity reports- Screening results	per district GT per semester per semester per Dist. calendar	Student nominations per district GT calendar G/T participation rosters per semester Ethnicity reports per semester Screening results per district calendar
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22	(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 Interventions specialist	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Stefanie Roach Belinda Henry Teresa Henshaw Janet Rider ARI, AMI, AWI staff	\$1230 2 SCE FTE's	Obs. S., DRA/EDL,QRI- Fall & mid 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
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23	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 <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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Stefanie Roach Belinda Henry Teresa Henshaw Janet Rider ARI, AMI, AWI staff	SCE funds 1230.00	Obs. S., DRA/EDL,QRI- Fall & mid yr Released TAKS Fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic Identify At-Risk students Fall	End-of-Year Obs.S.,DRA/EDL,QRI RR/DLL Report Annual IPT TAKS RPTE End-of-year report cards Spring Benchmarks
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