



2

**Language Arts - Writing**

1. Continue to follow the Consume, Critique, Produce reading/writing curriculum using the Lucy Calkins Toolkit Lessons, mentor texts and district curriculum in a Writers Workshop format - expanding from the cohort of 6 teachers to all teachers.  
Lucy Calkins Workshop - Units of Study across the Year in November.  
2nd - 5th will keep Writers Notebooks.

2. Collect and analyze writing done across the content areas with students as part of portfolio assessment in writing using rubrics (add to rubrics on the server)

(continued)

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

Administrators  
SIS  
Teachers in CCP Cohort  
Teachers

Administrators  
SIS  
Teachers  
students

Classroom Teachers Kinder - 5th  
SIS & administrators  
Outside consultant  
CCP cohort teachers  
Lucy Calkins Workshop for 5 = \$795 plus 3 subs @ \$300 = \$1095

LA SIS  
Administrators

1. Lesson plans-weekly  
Extended planning notes-monthly  
Observations-weekly  
Workshop information shared with faculty during extended planning every 14 days

2. Curriculum documents-each 9 wks  
Lesson plans-weekly  
Observations-weekly  
Collaborative mtgs with SIS and teachers from Terrace-3 times/year

1. Lesson plans  
Implementation Survey  
Writing TAKS and BM scores

2. Lesson plans  
Implementation Survey  
Writing TAKS and BM scores

2

(continued)

**Language Arts - Writing**

3. Teach handwriting with HWT in PK-2 and cursive district materials in 3rd. Review and require cursive in final draft writing in 4th and 5th.  
4. Plan, implement and advertise Writers in the School for 3rd grade, including an end-of-year celebration with emphasis on ensuring that writer/teacher/student match is working. Cut back to 60 minute sessions.

- CNA
- SRS
- QS
- PD
- PI
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- AQT
- CSP

Administrators  
Teachers

Principal  
Third Grade Teachers  
Writers in the School author  
LA SIS

\$125 for kinder workbooks  
HWT materials

Writers in the Schools  
Author  
Volunteers  
PTA funds \$7000ish for the writers and \$100 for the celebration

3. Grade level meetings-monthly  
Observations-weekly

4. Teacher lesson plans-weekly  
Agendas that include WITS discussions-team meetings monthly  
Eagle Express articles- each semester  
Fliers-ongoing  
Invitations to WITS celebration-in the spring

3. Lesson plans  
Implementation Survey  
Parent Survey

4. Student Anthologies  
End of year survey

3	<p><b>Math</b></p> <p>1. Use regular math assessments (i.e. weekly tests, 'most difficult first', pretest, etc.) to formulate groupings for differentiated instruction within a Math Workshop format, including Math Navigators in 4th and 5th grade.</p> <p>2. Work towards students being independent problem solvers by:  A) consistent use of Math Exemplars problems and rubrics; B) Lone Star Math probs and strategies; C) daily modeling of problem-solving strategies;  D) explicitly teach problem-solving strategies and maintain previous grade level strategies following the district online curriculum</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	<p>1. Administrators Math SIS Teachers</p> <p>2. Administrators Math SIS Teachers</p>	<p>1. Ann Worley Lynette Breedlove Math Their Way training for primary teachers - \$885 Math SIS</p> <p>2. Math Their Way training for primary teachers - \$885 Math SIS</p>	<p>1. Teacher Appraisal Goals in the fall -Lesson Plans weekly Team meeting minutes weekly -Walk Throughs per semester -Benchmark data 3 times/year</p> <p>2. Ongoing observations Weekly lesson plans Problem Solving grades of students daily and on Benchmarks</p>	<p>1. Implementation Survey Teacher Appraisals TAKS scores Spring Benchmark data Lesson Plans</p> <p>2. Implementation Survey Ongoing observations Weekly lesson plans End of year problem solving grades</p>
3	<p>(continued)</p> <p><b>Math</b></p> <p>3. Teach multiples (skip counting) consistently at each grade level. 5, 10 in kinder; 2, 5, 10 First; 2,3,4,5,10 Second; 2,3,4,5,6,7,8,9,10 Third; up to 12 by end of 1st nine weeks Fourth.</p> <p>4. Math committee will meet at least 4 times during the year. First meeting will focus on planning for school-wide emphasis on measurement for first nine weeks. Other 3</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>3. Administrators Math SIS Teacher</p> <p>4. Administrators Math SIS Teacher</p>	<p>3. Math SIS</p> <p>4. Math SIS</p>	<p>3. Pre/post test beginning and end of year Ongoing assessment</p> <p>4. Meeting agendas - 4 times per year</p>	<p>3. Implementation survey</p> <p>4. End of year benchmarks and TAKS measurement scores</p>
4	<p><b>Social Studies</b></p> <p>1. PK - 5th grade students will contribute to on-going civic/service projects with support from Student Council.</p> <p>2. Continue to integrate social studies with language arts instruction. During extended planning, teachers and SIS will gather appropriate nonfiction and historical fiction texts and plan appropriate writing opportunities to match the CCP design.</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>1. Principal SIS Teachers</p> <p>2. Teachers LA SIS Principal</p>	<p>1. District Training Classroom teachers</p> <p>2. LA SIS Librarian</p>	<p>1. Plan for project turned in by end of September Check on progress of plan mid year</p> <p>2. Lesson plans weekly Agendas from extended planning on 14 day rotation</p>	<p>1. Completion of project by end of the year</p> <p>2. Lesson plans Implementation Survey</p>

5

**Science**

1. Ensure the district curriculum is followed in PK - 5th grades and utilize detailed district developed science lessons, including FOSS. Align Hands on Science with curriculum.

2. School science committee will meet at least 3 times a year to:  
A) develop, give, analyze survey to determine materials needed for science; B) monitor use of and plan for replenishment of FOSS kits;  
C) Monitor storage and inventory of science materials in lab and closets; D) analyze unit assessment data and review for alignment to 5th grade curriculum/TAKS; E) Review SBISD link of curric. resources to identify literature needed

(continued)

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

- 1. Administrators  
SISes  
Teachers
- 2. Administrators  
SISes  
Teachers

1. Online District Curriculum  
FOSS Kits  
SIS

2. To be determined depending on inventory.  
PTA and School instructional funds  
SIS  
Joyce Olsen

1. Lesson plans weekly

2. Request throughout the year for science materials.  
Meeting Agendas at least 3/year  
Closets and lab kept clean and organized  
Materials available when needed

1. End of year benchmarks and 5th grade TAKS scores

2. End of year inventory filled  
Implementation survey

5

(continued)

**Science**

3. Teach science daily in every grade level.  
PK - 2nd for 20-30 minutes a day minimum.  
3rd - 5th for 30-60 minutes a day minimum.

4. Grades 2-5 maintain interactive notebooks to include key vocal, science concepts, student observations and reflections

5. Science SIS plan with grade level teams to develop end of unit assessments and guide analysis of data

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

- 3. Administrators  
SISes  
Teachers
- 4. Administrators  
SISes  
Teachers
- 5. Administrators  
SISes  
Teachers

3. none needed

4. Notebooks  
SIS

5. SIS  
Curriculum online  
Textbooks

3. Class schedules, observations - monthly

4. lesson plans weekly  
Teachers do 9 week checks

5. Lesson plans weekly  
Assessment grades in grade book each 9 weeks

3. Class schedules, observations

4. Notebooks completed at end of the year

5. End of year benchmarks and 5th grade TAKS scores

**Student Performance**

**Campus Goal:** We will focus students towards a college education by meeting the diverse needs of our population.

**Campus Objective:** 1) PGP and GT teachers will plan on-going enrichment activities for students. 2) At least 90% of students in each sub-group will meet the passing standard on end-of-year benchmarks and/or TAKS tests.

**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 investigate ways to improve the rigor and relevance of our GT and Primary Gifted Program.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Librarian Campus Lead GT teacher	Lynette Breedlove District Curriculum	Lesson Plans Observations weekly monthly	Implementation Survey Parent Survey
2 Target children for mentoring and tutoring programs. Solicit more volunteers to be trained for tutoring/mentoring and assisting students and teachers.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal SIS	Monica Creixall St. Thomas Mentor program Parent Volunteers SAP mentors Classroom Teachers	List of mentors/mentees each 9 weeks # of students added as mentees each 9 weeks Tutoring rosters from teachers each 9 weeks	Implementation Survey Parent Survey Benchmark and TAKS scores of participating students

3	Teachers will participate in a training to help us better serve a more diverse population which might include a book study or a speaker. Possibly <u>Star Teachers of Children of Poverty</u>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators SISes Teachers	Ruby Payne Research	Sign in sheet from session	Implementation Survey
4	Teacher roadmaps and lesson plans will include areas for enrichment and remediation. Teachers weekly plans will include plans for working with small groups to teach them differently. Either teaching strategies, materials, level of difficulty or level of thinking will differ from the grade level 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	Administrators SISes Librarian Special Ed staff Dyslexia and ARI specialist	GT staff Sp Ed staff	Roadmaps Lesson plans Observations	Roadmaps Lesson plans Observations End of year survey
5	Have College T-shirt day on a monthly basis and activities during Education Go Get It Week to increase student awareness of colleges and universities.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Faculty	none needed	Year long school calendar of days	End of year survey
6	Increase the integration of technology by: <u>K - 5:</u> utilize the SBISD technology scope and sequence <u>3rd:</u> focus on keyboarding unit for minimum of 15 minutes a day for 12 - 16 weeks, based on ED TECH website <u>4th and 5th:</u> ACTIVclassrooms	<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 SISes Teachers	SBISD curriculum Sheri Alford Campus CTR Librarian	Lesson plans weekly Unit plans for 3rd grade Flipcharts used/developed by 4th and 5th grade teachers	Lesson plans weekly Unit plans for 3rd grade Flipcharts used/developed by 4th and 5th grade teachers Implementation Survey Parent Survey

7

Principal with work with PTA liaison, Librarian, CTR and teachers to develop long range plan for providing our teachers with the technology they need to properly integrate technology in their lessons.

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

Principal  
Teachers  
Librarian  
CTR

Shari Alford  
Ed Wilson  
District Website  
School tech budget - \$5000  
PTA technology funds - \$

**Student Performance**

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

**Campus Objective:** 1) 100% of students will participate in daily character development instruction.  
2) Continue to implement positive, prevention based school wide discipline program  
3) Staff will participate in staff development to facilitate implement of the 40 Developmental Assets.

**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 Faculty and staff will continue to work to develop and maintain positive relationships with students and families by following procedures put in place by Foundations Team such as -using our Attention Signal, -using respectful tone and voice, -planning for team building activities in each classroom, -participating in school functions (Carnival, Family Fun Night, etc.).	<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 Teachers Counselor	Counselor Foundations Team Volunteers PTA	Observation Lesson plans Roadmaps School calendar	End of year survey
2 Our Foundations team will plan and implement activities to ensure we are meeting the Social/Emotional needs of our students that will include, but are not limited to,: -Character Education schoolwide focus, -Eagle Expectations posted and reported weekly to parents -Information about the 40 Developmental Assets for teachers & 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	Administrators Counselor Teachers	SEL information from the district SPRICK Foundations training materials Project CLASS materials	Lesson plans KMWE broadcast Foundations team meeting agendas Eagle Expectations posters Eagle Expectations page in Friday folder Eagle Express articles about any of these subjects	End of year survey

3

Each homeroom teacher will use TRIBES as a structure to create a community of learners. PK and K will use Project CLASS. Teachers will conduct regular class meetings/community circle to allow opportunities for problem solving, conflict resolution, socialization and character ed opportunities.

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

Administrators  
SISes  
Counselor

TRIBES materials  
Counselor  
Foundations Team  
Project CLASS trainer and district training

Meeting agendas  
Lesson plans  
Daily Schedules

End of year survey

**Student Performance**

**Campus Goal:** We will encourage activities outside the classroom.

**Campus Objective:** 1) Continue out of school programs

**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 offer MW Fiddlers, Mad Science, Spanish, and Art After School enrichment activities as well as supporting our Odyssey of the Mind 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	Administrators Choir Teacher Administrative Assistant		Informational handouts Number of students signed up	Amount of students that participate for the whole session Feedback from parents/students

**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 drills.

**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 Train teachers in the EOP at a faculty meeting. Conduct monthly safety drills	<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 Teachers Staff	EOP SBISD Police Dept	Meeting agenda Meeting sign in sheet	Safety Drill log

**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 Review the CIP with the district reviewer, the CIT and the faculty to ensure we are focused on using our money wisely to support campus and district goals for student achievement.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T	Administrators District Reviewer Campus Improvement Team	none needed	CIT meeting agendas Report from reviewer	End of year CIP review End of year survey
Ensure PTA spending goals are aligned with MWE needs for curriculum and instruction, social/emotional learning, safety and technology.	<input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators CIT PTA Board	SISes Shirley Labiosa, Adm Asst.	Ongoing review of spending and tracking which accounts are used - at least monthly	Budgets developed for 08-09 school year to align spending and needs
Develop a plan for writing long range financial plan for MWE to meet needs for curriculum and instruction, social/emotional learning, safety and technology.		Administrators CIT PTA Board	Karen Wilson or others from finance district office	Notes from meetings to discuss/plan	Plan complete

**Community**

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

**Campus Objective:** The end-of-year parent surveys will show positive trends in each area compared to the end-of-year 07-08 parent surveys - both the district and the MWE CIP surveys.

**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 Plan and implement activities to involve parents such as: 1. Evening sessions for topics such as: College Readiness Helping with Reading or Math How to help your child with homework 2. Plan a family math/science evening around the Mobile Offshore Learning Unit on November 4.	<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 Prin SIS	\$250 PTA All staff members Teachers Michael Strait @ SHS	Teacher Committee Meeting agendas Written plans  Timeline: Plan in August/September to implement later in the year	Participation data Parent Survey Sign in sheets
2 Implement school wide health program that will include but not be limited to activities such as Fun Run, the Mile Club grades 3 - 5, Bike Rodeo and Field day	<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 Teachers	Health Fitness PTA Volunteers Middle School volunteers	Need for physical activity to have a healthy lifestyle Volunteer sign in sheets	End of year survey

3	Continue to provide teachers with information to help them make healthy lifestyle choices such as diet, exercise and medical discoveries.	<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	Health Fitness Nurse	Websites Magazines and Journals Massage therapist Clinic to give flu shots	Need for maintaining health	End of year survey sign up sheets for massage sign up sheets for flu shots feedback about information provided
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4	Revise, refine and monitor communication between school and home to better inform parents to include things such as <u>weekly</u> Eagle Express, Eagle Expectations page in Friday folder, regular written communication from the principal regarding school issues.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal SISes Counselor Teachers	Paper Copy time	Last year's parent & teacher survey Specific feedback from parent conferences	2008 End of year survey Parent Conference/Feedback
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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:** 1) 100% of staff will complete required staff development each year.

2) Our SISes will be more involved in working with teachers as instructional coaches and resident "staff developers" to continue the faculty's journey toward becoming a community of learners.

**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 Plan the daily schedule with an extra hour of planning for teachers so that each grade level has one hour for extended staff development with the SISes every 7 days. During these meetings the SISes will lead the teachers as they: Reflect on and refine instruction Work on short and long range plans Gather needed resources and more... SIS will participate in weekly planning with teachers on a regular basis.	<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 Princ Team leaders SIS		School schedule of yearly meetings SIS notes/agendas/artifacts from meetings	Implementation Survey
2 Continue & increase staff development opportunities for improving understanding of learning development of ESOL students	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Asst Principal SIS	District Staff Development District ESOL staff	School Calendar with training dates Training sign in - per session SIS - lesson plans - weekly	Record of staff development found

**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	(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
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4	(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
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5	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.
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6	(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
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7	<p>(SPECIAL EDUCATION)</p> <p>· Monitor LRE ratio.</p> <p>· Develop campus capacity to support inclusive programming for students with disabilities.</p> <p>· Evaluate campus LRE ratio</p>	<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	<p>Principal</p> <p>Spec. Ed. Campus Support Staff</p>	<p>Campus LRE ratio per grading period</p> <p>Spec. Ed. Admin. Team</p>	<p>Log tracking entries required</p> <p>per log LRE campus ratio</p>	<p>· LRE campus ratio annual report</p>
8	<p>· 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)</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 checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Campus Administration</p> <p>Diagnostician</p> <p>Spec. Ed. Campus Support Staff</p>	<p>ARD process</p> <p>Spec. Ed. Admin. Team</p> <p>Account./Research Dept.</p>	<p>Initial Benchmarking, where applicable</p> <p>Fall</p> <p>Special Education meeting agendas- per meeting</p>	<p>· 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)</p>
9	<p>· Train all special education staff, building administrators, and counselors on timeline requirements and staff compliance.</p>	<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	<p>Speech Path.,</p> <p>Diag.,</p> <p>Diag. Teacher,</p> <p>Counselors</p> <p>Campus Administration</p>	<p>STAT Referral Action</p> <p>Plans &amp; documentation</p> <p>Educaid Report</p> <p>Spec. Ed. Admin. Team</p>	<p>Meeting agenda per meeting</p> <p>Compilation of reports and Child Find Info. Logs with summary of timeline issues monthly</p>	<p>· Analysis of annual appraisal report for baseline in referrals and corresponding "hit rate," i.e., compare 2003-2004 and 2004-2005 changes</p>
10	<p>(Title II,A&amp;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.</p>	<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	<p>Principal</p> <p>Assistant Principal</p> <p>Team Leaders</p> <p>School Improvement Spec.</p> <p>Intervention Specialists</p>	<p>Title II A</p> <p>Title II D</p> <p>Content Area Directors</p>	<p>· Prof. dev. documentation - per training</p> <p>· Campus surveys- Spring</p> <p>· District surveys - Spring</p>	<p>· Summative appraisals</p> <p>· Results of surveys</p> <p>· Staff Survey</p>

11	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
Required						
Federal						
12	(Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:	<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.
Required	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.					
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:	<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 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
Required	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					
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.	PK School Director PK 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	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> ; (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 Edmin Reports Lesson Plans Appraisals Walk-thru documentation per semester	Fall and Spring Monthly Weekly Fall and Spring	End of Year EDMIN Reports Summative Evaluations
			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 <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 School Improvement Specialists Classroom Teachers GT Liaison Counselors	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
			State					

21	Required	(Gifted and Talented) Conduct annual G/T screening by following the district-wide 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	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 G/T participation rosters- per semester Ethnicity reports- per semester Screening results per Dist. calendar	per district GT calendar per semester per semester per semester	Student nominations per district GT calendar G/T participation rosters per semester Ethnicity reports per semester Screening results per district calendar
			State					

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 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	Principals School Improvement Specialists	\$790.00 SCE FTE's Title III	Obs. S., DRA/EDL,QRI- Released TAKS Benchmarks Report Card Progress Reports Eng. Acquisition Measure	fall & md yr fall 9 weeks 9 weeks 3 wks before each report card periodic	End-of-Year Obs.S.,DRA/ EDL,QRI RR/DLL Report Annual IPT TAKS RPTE End-of-year report cards Spring Benchmarks
			State and Federal					

23

Required

State and Federal

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

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

Principal  
 Team Leader  
 School Improvement Specialists  
 Intervention Specialists

SCE \$790.00  
 Title III

Obs. S., DRA/EDL,QRI- Released TAKS Benchmarks Report Card Progress Reports Eng. Acquisition Measure Identify At-Risk students	fall & md yr fall 9 weeks 9 weeks 3 wks before each report card periodic 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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