

**Student Performance**

**Campus Goal:** We will become an Exemplary Campus by implementing a relevant and rigorous curriculum.

**Campus Objective:** 1) All tested grade level averages will be 90% or above. 2) All commended performance grade level averages will be 40% or above. 3) Our sub-populations will achieve 90% or above on all tested areas.

**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>
Language Arts - Reading 1. Our SIS will work with a group of teachers to develop an alignment of teaching of the 6 cognitive strategies in reading to be used across content areas...at least 3 cog. str. this year.  2. Every grade level will use guided reading lessons to improve student comprehension with a focus on monitor for meaning  3. All teachers will attend DRA training  4. Running records will be used as informal assessment and will drive grouping students as evidenced by use of an assessment wall in grades PK - 2  5. Sustain and add to our literacy library and classroom libraries	<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 Team leaders School Improvement Specialists Literacy Team Members	\$4,000	1. Ongoing meeting agendas for group meeting to work on creating the cognitive strategies notebook. - monthly  2. Lesson plans - weekly Ongoing assessment of comprehend. - each nine weeks  4. Meetings each nine weeks Report done from each time we meet to regroup students (9 wks) Teacher lesson plans for groups - weekly  5. SIS monitoring use of literacy library materials and cleaning out things not used - each semester SIS determination of needs to match teacher usage - monthly check	1. Notebook of at least 3 of the 6 cognitive strategies complete and in teachers' hands.  2. End of year DRA comprehension scores improved from last year  3. PDLC report of all teachers attending DRA training  4. Records from the meetings held each nine weeks that show groupings of students.  5. Records of what was added to our literacy and classroom libraries

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Plan, implement and advertise Writers in the School for 3rd grade, including an end-of-year celebration.	<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 Third Grade Teachers Writers in the School author	Writers in the Schools Author Volunteers PTA funds \$9600.00 for the writers \$100 for the celebration	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	Student Anthologies End of year surveys
Language Arts - Writing 1. Continue to implement and refine Writer's Workshop in Kinder - 5th grades.  2. Participate in the implementation of Consume, Critique, Produce writing curriculum with support from an outside consultant, John O'Flahavan or Marie Grabowsky  3. Collect and analyze writing done in language arts with students as part of portfolio assessment in writing  4. Continue to implement Handwriting Without Tears and expand to 2nd grade.	<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 SIS  Administrators SIS Teachers in CCP Cohort  Administrators SIS Teachers students  Administrators Teachers	Classroom Teachers Kinder - 5th SIS & administrators  SIS Outside consultant CCP cohort teachers Administrators 4 subs x 3 days - \$1200.00  District staff development SIS  \$125 for kinder workbooks HWT materials	1. Lesson plans-weekly Extended planning notes-monthly Observations-weekly 2. Meetings with outside consultant 3 times per year Curriculum documents-each 9 wks Lesson plans-weekly Observations-weekly Collaborative mtgs with SIS and teachers from Terrace-3 times/year  3. Training with district and SIS-one time Grade level meetings-monthly Observations-weekly  4. Lesson plans-weekly Observations-weekly	1. Lesson plans Implementation Survey Writing TAKS and BM scores 2. Lesson plans Implementation Survey Writing TAKS and BM scores  3. Implementation Survey End of year portfolio sharing done by students & teachers  4. End of year handwriting samples - from writing portfolios

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Math 1. Continue to implement and refine Math Workshop in order to differentiate math instruction. 2. Use math assessment to formulate groupings for differentiated instruction. 3. Use base ten block and ten frames consistently across the grade levels. 4. Implement Math Navigators as an enrichment program in grades 4 and 5. 5. Use the Exemplars rubric to evaluate and teach problem solving. Work towards independence in problem solving at every grade level. 6. Use diagnostic information to inform instruction regarding the relationship between number concept and learning math facts.	<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	1 & 2. Administrators SISEs Teachers  3. Administrators SISEs Teachers  4. Administrators SISEs 4th and 5th grade Teachers  5. Administrators SISEs Teachers  6. Administrators SISEs Teachers	1 & 2. Ann Worley Lynette Breedlove Nancy Weber-consultant  3. SIS Teachers  4. Ann Worley SIS  5. District training Website SIS  6. Administrators SISEs Teachers	1 & 2. -Teacher Appraisal Goals fall -Lesson Plans weekly Team meeting minutes weekly -Walk Throughs per semester -Benchmark data 9 weeks  3. Ongoing observations Weekly lesson plans  4. Math Navigator testing and plans Observations Weekly teacher lesson plans  5. Observations Problem Solving grades of students daily and on Benchmarks  6. Beginning of the year data on number concept and math facts	1 & 2. -Implementation Survey -Teacher Appraisals TAKS scores Spring Benchmark data Lesson Plans  3. Implementation Survey Ongoing observations Weekly lesson plans  4. Implementation Survey  5. Implementation survey End of year problem solving grades  6. End of the year data on number concept and math facts.

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<b>Social Studies</b> 1. Continue to implement district SS scope and sequence.  2. Continue to integrate SS with other core areas.  3. Continue with grade level civic projects.	<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 Teachers	- Programs District Training Classroom teachers	·Lesson Plan Review 9 weeks ·Team meeting dialogue weekly ·Walk Throughs per semester ·Agendas, Sign-Ins per training ·Training Evaluations per training	
<b>Science</b> 1. Analyze data from the 2007 fifth grade Science TAKS and 4th grade Science benchmark test to determine 5th grade curriculum needs  2. Expand materials needed outside of FOSS for all levels as determined by inventory needs.  3. Teach science daily in 4th and 5th grades.  4. Ensure the Hands on Science curriculum supports the grade level curriculum for 4th and 5th grade Hands On Science 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	1. Administrators SISEs Teachers  2. Administrators SISEs Teachers  3. Administrators SISEs Teachers  4. Administrators SISEs Teachers Parent volunteers	1. Disaggregated data from district  2. To be determined depending on inventory. PTA and School instructional funds  3. none needed  4. PTA HOS program	1. Data from end of last school year and ongoing throughout this school year Notes from team meetings weekly  2. Request throughout the year for science materials.  3. Class schedules, observations - monthly  4. HOS Schedule, roadmaps and plans for science - monthly	1. End of year 5th grade TAKS scores  2. End of year inventory filled  3. Class schedules, observations  4. HOS Schedules, roadmaps and plans for science

**Student Performance**

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

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

**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>
	Investigate ways to improve the rigor of our 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	\$200.00	Lesson Plans Observations weekly monthly	End of year survey
1	Target children in subgroups for mentoring and tutoring programs. Solicit more volunteers to be trained for tutoring 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 ARI/Dyslexia support teachers	Suggestions Teacher Appraisal Goals Lesson Plan Review Team meeting dialogue Walk Throughs Agendas, Sign-Ins Training Evaluations first of year 9 weeks weekly per semester per training per training	Elementary End-of-Year Observation survey DRA/EDL QRI IPT TAKS RPTE End-of-year report cards Spring Benchmarks Other includes
2	Teachers will participate in a 6 hour training with a consultant brought to us by our SBISD Gifted/Talented program on differentiation. Lynette Breedlove will follow up this 6 hour training with 4 hour long trainings on differentiation in math 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	Administrators SISes Teachers	Lynette Breedlove Nancy Weber-consultant	Sign in sheet from 6 hour session Sign in sheets from 4 follow up sessions School calendar Teacher lesson plans Observation	End of year survey Lesson plans Observations

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3	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
4	Have College T-shirt day on a monthly basis 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

**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

**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>
Faculty and staff will 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
1 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
2 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.	<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 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.

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1	Continue to offer MW Fiddlers, Choir, Mad Science and Art After School enrichment activities as well as supporting our Odyssey of the Mind teams. Investigate Spanish After School as a tuition based 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	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
2	Investigate and possibly implement a short session of after school activities (clubs) to address the multiple intelligences of students such as art club, puzzle club, cooking club exercise club, 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 Volunteers		Interest survey to teachers Letters to announce the sessions % of students participating	% of students participating in whole cycle Evaluation survey done by participants and teachers

**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.

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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.

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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	KarenWilson 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 survey will show improvement in areas of communication from the administrators and teachers to the parents regarding student achievement, school events and school issues.

**5 Year Plan Goal** Students, parents, and the community will be active partners with educators in students' education.

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Plan and implement activities to involve parents such as: 1. Evening sessions at least 2 times a year on how help students become better readers. 2. How to help your child with homework 3. Family Fun Night	<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	Teacher Committee Meeting agendas Written plans  Timeline: Plan in October/November to implement either late fall or early spring semester	Participation data Parent Survey Sign in sheets
Pursue the acquisition of a business partner or two to financially boost our efforts to continuously improve student achievement by following up with our corporate contributors to the SPARK Park fund raising efforts.	<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 Faculty PTA Volunteers	District Partners Office SBEF connections Fund raising committee from SPARK	List of corporate sponsors from SPARK Needs assessment for campus in supporting improved student achievement	Partnership established

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Implement school wide health program that will include but not be limited to activities such as Fun Run, the Mile Club grades 3 - 5, Hoe Down family dance 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
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
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

**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.

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<u>Math</u> Plan and implement staff development that covers the following areas such as: Math Facts Relating reading strategies to math problem solving	<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	District C.C. Initiative training	School Calendar with training dates Training sign in - per session Math SIS - lesson plans - weekly Walk throughs approx every 9 weeks	Benchmarks TAKS math
<u>Science</u> Continue with FOSS training Replenish FOSS kits	<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	\$200 supplies - Add on District FOSS kits	School Calendar with training dates Training sign in - per session SIS - lesson plans - weekly Walk throughs approx every 9 weeks	FOSS end of unit tests TAKS science scores
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 Req Stat	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 Req Loca	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 Req Stat	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 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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4 Req Loca	(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
5 Req Fed eral	(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
6 Req Fed eral	(SPECIAL EDUCATION) - Monitor LRE ratio. - Develop campus capacity to support inclusive programming for students with disabilities. - Evaluate campus LRE ratio	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Spec. Ed. Campus Support Staff	Campus LRE ratio per grading period Spec. Ed. Admin. Team	Log tracking per log entries required LRE campus ratio	- LRE campus ratio annual report

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7 Req Fed eral	Examine the Campus State Developed Assessment (SDAA) reports with respect to the percentage of students achieving their SDAA Instructional and Achievement levels (as per ARD committee recommendation)	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Campus Administration Diagnostician Spec. Ed. Campus Support Staff	ARD process Spec. Ed. Admin. Team Account./Research Dept.	Initial Benchmarking, where applicable Fall Special Education meeting agendas- per meeting	Annual analysis of Campus State Developed Assessment (SDAA) reports with respect to the percentage of students achieving their SDAA Instructional and Achievement levels (as per ARD committee recommendation)
8 Req Fed eral	Train all special education staff, building administrators, and counselors on timeline requirements and staff compliance.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Speech Path., Diag., Diag. Teacher, Counselors Campus Administration	STAT Referral Action Plans & documentation Educaid Report Spec. Ed. Admin. Team	Meeting agenda per meeting Compilation of reports and Child Find Info. Logs with summary of timeline issues monthly	Analysis of annual appraisal report for baseline in referrals and corresponding "hit rate," i.e., compare 2003-2004 and 2004-2005 changes

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9 Req Fed eral	(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
10 Req Fed eral	(Title II,A&D) The CIT, teachers and administrators will complete prof. dev. in clearly defined focus areas to meet No Child Left Behind (NCLB), District and campus goals and participate in campus and district prof. dev. survey accountability training.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Team Leaders School Improvement Spec. Intervention Specialists	Title II A Title II D Content Area Directors	·Prof. dev. documentation - per training ·Campus surveys- Spring ·District surveys - Spring	·Summative appraisals ·Results of surveys ·Staff Survey

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11 Req Fed eral	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
12 Req Stat	(Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Curriculum and instruction for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal G/T Administrator School Improvement Specialists Counselors GT Liaison	G/T Consultants Region IV G/T Dir. Houston Area Coop on G/T	Certificates of Attendance for G/T per session G/T Prof Dev.Sign-in per session Teacher walk through observations per each walk through	G/T Professional Development Records for each employee Select from suggestions ·Evidence of Implementation Array/PD Survey ·Teacher Array/PD Survey ·Teacher Appraisals/ Teacher walk through observations.
13 Req Loca	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)

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

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

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20 Req Stat	(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 weekly Report Cards 6 or 9 weeks Curriculum outlines quarterly Benchmarks 9 weeks	·End of year report cards ·TAKS scores District or campus evaluation surveys
21 Req Stat	(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	·Student nominations per district GT calendar ·G/T participation rosters per semester ·Ethnicity reports per semester ·Screening results per district calendar
22 Req Stat e and Fed req	(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- fall & md yr Released TAKS fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic	·End-of-Year Obs.S.,DRA/EDL,QRI ·RR/DLL Report ·Annual IPT ·TAKS ·RPTE ·End-of-year report cards ·Spring Benchmarks

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23 Req 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	<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	Principal Team Leader School Improvement Specialists Intervention Specialists	SCE \$790.00  Title III	Obs. S., DRA/EDL,QRI- fall & md yr Released TAKS fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic 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