

3	<p>Language Arts teachers will use word study in all grade levels to increase vocabulary and oral language development in reading, oral and written responses and with prewriting and conference techniques.</p>	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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>Principal Assistant Principal Teachers LA SIS Literacy Team Members</p>	<p>Title I Title IV ARRA</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>WTW Materials Patti Oliver Mary Kerr</p>				<p>WTW Spelling Inventory Weekly Spelling Assessments Lesson plans</p> <p>End of your Spelling Inventory Lesson Plans</p>
4	<p>Language Arts - Writing Continue to follow the Consume, Critique, Produce reading/writing curriculum using team teaching by pairing literacy team members and SIS with teachers who did not attend the CCP consultant training, mentor texts and district curriculum in a Writers Workshop format.</p> <p>1st- 5th will keep Writers Notebooks.</p> <p>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)</p>	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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>Administrators SIS Teachers in CCP Cohort Teachers</p> <p>Administrators SIS Teachers students</p>	<p>Title I Title IV ARRA</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Classroom Teachers Kinder - 5th SIS & administrators Outside consultant CCP cohort teachers Lucy Calkins Workshop for 5 = \$795 plus 3 subs @ \$300 = \$1095</p> <p>LA SIS Administrators</p>				<p>1. Lesson plans-weekly Extended planning notes-monthly Observations-weekly Workshop information shared with faculty during extended planning every 14 days</p> <p>2. Curriculum documents-each 9 wks Lesson plans-weekly Observations-weekly Collaborative mtgs with SIS and teachers from Terrace-3 times/year</p> <p>1. Lesson plans Implementation Survey Writing TAKS and BM scores</p> <p>2. Lesson plans Implementation Survey Writing TAKS and BM scores</p>
5	<p>Language Arts - The LA SIS, librarian and teachers will work with the MW community to create a summer bridge program with reading and writing opportunities.</p>	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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>LA SIS teachers Administrators Librarian</p>	<p>Title I Title IV ARRA</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>MW library Public Library Blue Willow Bookshop</p>				<p>Literacy team meeting agendas</p> <p>Materials passed out at the end of the school year to explain the program with evaluation coming in the fall of 2010.</p>

6 ESOL - Development of literacy center materials, use of Avenues and ELPS materials to target instruction for our ESOL students and economically disadvantaged students in all content areas. AND... Implement intense English instruction for third, fourth, and fifth grade LEP students who scored Beg or Int on TELPAS the prior year per newly adopted ELPS.	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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	Admin SISes Teachers ESOL TOSA	Title I Title IV ARRA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <hr/> ELPS manual Avenues Literacy Library	Ongoing assessments in all content areas for passing Spring of 2009 TELPAS scores Fall of 2009 LA assessments	Spring of 2010 TELPAS, TAKS and DRAs as well as benchmarks for non-TAKS grades
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7 Mathematics - 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.	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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 Math SIS Teachers	Title I Title IV ARRA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <hr/> Ann Worley Lynette Breedlove Math Their Way training for primary teachers - \$885 Math SIS	Teacher Appraisal Goals in the fall -Lesson Plans weekly Team meeting minutes weekly -Walk Throughs per semester -Benchmark data 3 times/yea	All at end of the year Implementation Survey Teacher Appraisals TAKS scores Spring Benchmark data Lesson Plan
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8 Mathematics - Work towards students being independent problem solvers by: A) consistent use of Math Exemplars and Lone Star problems and student rubrics; B) Lone Star Math probs and strategies; C) daily use of problems to teach and/or model math content (Objectives 1-6); D) explicit teaching of problem solving strategies in the appropriate nine weeks	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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 Math SIS Teachers	Title I Title IV ARRA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <hr/> Math Their Way training for primary teachers - \$885 Math SIS CAMT - \$85 per teacher	Ongoing observations Weekly lesson plans Problem Solving grades of students daily and on Benchmark	All end of year Implementation Survey Ongoing observations Weekly lesson plans Problem solving grades
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9 Mathematics - Each week, for specific math facts (+,-,x,/), teach and/or review efficient strategies for fact retrieval through practice.	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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	Admin Math SIS Teachers	Title I Title IV ARRA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <hr/> Math SIS Technology (computers,netbooks,itouch) Math work station activities	Weekly facts assessments Weekly lesson plans Nine week plans (road maps)	End of year: Math facts assessments TAKS Benchmarks Grades on math facts
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10	<p>Social Studies</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 staff development rotation meetings, 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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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>Title I Title IV ARRA</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></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>
11	<p>Science - Ensure the district curriculum is followed in PK - 5th grades and utilize detailed district developed science lessons, including FOSS. Align Hands on Science in 4th and 5th grade with curriculum.</p>	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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>Administrators SISes Teachers</p>	<p>Title I Title IV ARRA</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Online District Curriculum FOSS Kits SIS</p>	<p>Lesson plans weekly Nine week roak maps</p>	<p>End of year benchmarks and 5th grade TAKS scores</p>
12	<p>Science - School science committee will meet at least 3 times a year to plan and monitor the following:</p> <p>A) Teachers will share overview of their grade level's science curriculum (at least one objective) with all other grade levels at a faculty meeting early in the fall (repeat at other fac mtgs as time allows)</p> <p>B) An inventory/checkout system for science materials will be developed. FOSS kits, materials in science lab closets and all other science materials will be included in inventory. FOSS Kits will be moved back to grade level areas early in the fall.</p>	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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>Math/Science SIS Teachers Admin</p>	<p>Title I Title IV ARRA</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Parent volunteers FOSS kit inventory lists</p>	<p>Science mtg agendas Faculty meeting agendas SISes report to administrator about progress on a monthly basis</p>	<p>End of year: Implementation Survey Checkout system developed and used</p>
13	<p>Science - Teach science daily in every grade level.</p> <p>PK - 2nd for 20-30 minutes a day minimum. 3rd - 5th for 30-60 minutes a day minimum.</p>	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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>Admin SISes Teachers</p>	<p>Title I Title IV ARRA</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Class schedules Weekly lesson plans Walk throughs</p>	<p>Lesson plans and schedules</p>

Science - Grades K-2 will maintain science journals and grades 2-5 will maintain interactive notebooks to include key vocal, science concepts, student observations and reflections

- ARRA
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- TDA
- MTA
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- CSP

Admin
SISes
Teachers

Title I	Title IV	ARRA
Science SIS		
FOSS		
District curriculum		

Lesson plans weekly to include activities for journals/notebooks
SIS periodically review student notebooks

End of year science scores on benchmarks, TAKS, grades

Student Performance

Meadow Wood
School

Robye Snyder
Principal

Title I Campus
○ Yes ● No

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 with support from administrators, special education staff and SISes. 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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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	Title I Title IV ARRA Lesson Plans weekly Observations 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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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 Monica Creixall St. Thomas Mentor program Parent Volunteers SAP mentors Classroom Teachers	Title I Title IV ARRA 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	Req	Stat	<p>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. BY...</p> <p>-monitoring daily/test grades and benchmark test to determine needs</p> <p>-offer after school support as early in the fall as possible depending on funding available</p> <p>-implement RTI in reading, math and behavior - see activity #4</p>	<input type="checkbox"/> ARRRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<input checked="" 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 checked="" type="checkbox"/> CSP	<p>Campus principal</p> <p>Campus school improvement specialists</p> <p>Campus intervention support staff</p>	<table border="1"> <tr> <td>Title I</td> <td>Title IV</td> <td>ARRA</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">\$1200 At Risk Funds - 199</td> </tr> <tr> <td colspan="3">SPED Teachers</td> </tr> </table>	Title I	Title IV	ARRA				\$1200 At Risk Funds - 199			SPED Teachers			<p>accelerated instruction plan, benchmark/released TAKS data, service logs, progress reports, report cards, conference records</p>	<p>Spring district/state assessment data, promotion/retention data, report cards.</p>
Title I	Title IV	ARRA																			
\$1200 At Risk Funds - 199																					
SPED Teachers																					

4	Req	State and Federal	<p>Identify at risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>We are a pilot for the Response to Intervention rollout. We will be working with the Diane Fanning, Ann Worley and Kristen Allen to:</p> <p>-administer a universal screener in Reading and Math for early identification of at risk students</p> <p>-implement the interventions they have identified. (I don't have them as yet and can't list them.)</p> <p>-monitor the students' response to the interventions in place and make necessary adjustments and next steps to ensure success.</p> <p>Target students for work with Literacy intervention specialist based on LA assessments and the universal screener.</p>	<input type="checkbox"/> ARRRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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>Principal</p> <p>Team Leader</p> <p>School Improvement Specialists</p> <p>Intervention Specialists</p>	<table border="1"> <tr> <td>Title I</td> <td>Title IV</td> <td>ARRA</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="3">Summer School Spec. Ed teachers - Grant Funds</td> </tr> <tr> <td colspan="3">LEP Funds</td> </tr> <tr> <td colspan="3" style="text-align: center;">\$549 - SCE -</td> </tr> <tr> <td colspan="3">.625 reading intervention position 10 hours a week (shared with RCE)</td> </tr> </table>	Title I	Title IV	ARRA				Summer School Spec. Ed teachers - Grant Funds			LEP Funds			\$549 - SCE -			.625 reading intervention position 10 hours a week (shared with RCE)			<table border="1"> <tr> <td>Obs. S., DRA/EDL,QRI- yr</td> <td>fall & md</td> <td>End-of-Year Obs.S.,DRA/EDL,QRI</td> </tr> <tr> <td>Released TAKS Benchmarks</td> <td>fall</td> <td>-RR/DLL Report</td> </tr> <tr> <td>9 weeks</td> <td>9</td> <td>-Annual IPT</td> </tr> <tr> <td>Report Card</td> <td>9</td> <td>-TAKS</td> </tr> <tr> <td>9 weeks</td> <td></td> <td>-TELPAS Reading</td> </tr> <tr> <td>Progress Reports</td> <td>3 wks before each report card</td> <td>-End-of-year report cards</td> </tr> <tr> <td>Eng. Acquisition Measure</td> <td></td> <td>-Spring Benchmarks</td> </tr> <tr> <td>periodic</td> <td></td> <td></td> </tr> <tr> <td>Identify At-Risk students</td> <td>fall</td> <td></td> </tr> </table>	Obs. S., DRA/EDL,QRI- yr	fall & md	End-of-Year Obs.S.,DRA/EDL,QRI	Released TAKS Benchmarks	fall	-RR/DLL Report	9 weeks	9	-Annual IPT	Report Card	9	-TAKS	9 weeks		-TELPAS Reading	Progress Reports	3 wks before each report card	-End-of-year report cards	Eng. Acquisition Measure		-Spring Benchmarks	periodic			Identify At-Risk students	fall	
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periodic																																																					
Identify At-Risk students	fall																																																				

5			<p>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.</p>	<input type="checkbox"/> ARRRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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>Faculty</p>	<table border="1"> <tr> <td>Title I</td> <td>Title IV</td> <td>ARRA</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="3">none needed</td> </tr> </table>	Title I	Title IV	ARRA				none needed			<p>Year long school calendar of days</p>	<p>End of year survey</p>
Title I	Title IV	ARRA																
none needed																		

6	<p>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>1st - 5th:</u> ACTIVclassrooms, all teachers with ACTIVboards will begin or continue to transition to using the ACTIVboard on a regular basis for instruction as well as developing/using flipcharts with a focus on providing student interaction with the board. <u>School-wide:</u> integration of new technology as it arrives during the year including such things as netbooks, itouches, FLIP cameras, Sensory Learning Lab, library new things POWER TO LEARN GRANT: implement and document effectiveness of the PTL grant technology integration</p>	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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	Title I Title IV ARRA SBISD curriculum Sheri Alford Campus CTR Librarian PTL Grant \$24,986.33 Library Technology Upgrade ACTIVboards ACTIVtrainer Campus Technology Budget \$5,000.00 PTA \$24,334.00	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
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7	(SPECIAL EDUCATION) · Monitor LRE ratio. · Develop campus capacity to support inclusive programming for students with disabilities. · Evaluate campus LRE ratio BY... -conducting periodic levels of support review -staffing for specific student needs and making changes to their schedules as appropriate to increase/decrease inclusion in general education	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> CNA <input checked="" 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 checked="" type="checkbox"/> CSP	Principal Spec. Ed. Campus Support Staff	Title I Title IV ARRA Campus LRE ratio per grading period Spec. Ed. Admin. Team Intervention Salaries - 211 \$ xxxx SPED - 199 \$ xxxx IDEA - \$ xxxx ARRA -	Log tracking per log entries required LRE campus ratio	LRE campus ratio annual report
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Student Performance

Meadow Wood
School

Robye Snyder
Principal

Title I Campus
○ Yes ● No

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 TRIBES, 40 Developmental Assets and will begin to study Love and Logic.

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.). -Love and Logic Cadre will begin to study the Love and Logic materials and to share information with faculty and parents	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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	Title I Title IV ARRA <input type="text"/> <input type="text"/> <input type="text"/> 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 -Counselor monthly newsletter -increase number of faculty with TRIBES and 40 Developmental Assets	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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	Title I Title IV ARRA <input type="text"/> <input type="text"/> <input type="text"/> 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 daily class meetings/community circle to allow opportunities for problem solving, conflict resolution, socialization and character ed opportunities.

Use discipline data to find trends in the discipline to address in community circle and counselor lessons

- ARRA
- Title I
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- QS
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- TDA
- MTA
- AQT
- CSP

Administrators
SISes
Counselor

Title I	Title IV	ARRA
TRIBES materials		
Counselor		
Foundations Team		
Project CLASS trainer and district training		

Meeting agendas
Lesson plans
Daily Schedules

End of year survey

Student Performance

Meadow Wood
School

Robye Snyder
Principal

Title I Campus
○ Yes ● No

Campus Goal: We will encourage activities outside the classroom.

Campus Objective: 1) Continue to offer 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 Increase participation in after school programs including: MW Fiddlers, Mad Science, Spanish, Art After School, Odyssey of the Mind teams, Robotics	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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 Administrative Assistant	Title I Title IV ARRA <input type="text"/> <input type="text"/> <input type="text"/> Parent Volunteers Companies who provide programs PTA	Informational handouts Number of students signed up	Amount of students that participate for the whole session Feedback from parents/students
2 Investigate ways to increase student, parent and community use of our library and its resources.	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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	Title I Title IV ARRA <input type="text"/> <input type="text"/> <input type="text"/> Librarian Barry Bishop Houton Public Library Blue Willow Bookshop	Admin team agendas School calendar with activities	End of year implementation survey Report of library usage by librarian

Safety

Meadow Wood
School

Robye Snyder
Principal

Title I Campus
 Yes No

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

Campus Objective: 1) 100% of staff will be trained and participate in required yearly EOP drills. 2) Take a positive, preventive, empowering approach to bullying and discipline

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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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	Title I Title IV ARRA <input type="text"/> <input type="text"/> <input type="text"/> EOP SBISD Police Dept	Meeting agenda Meeting sign in sheet	Safety Drill log
2 Bullying will be proactively addressed in the student handbook, beginning of the year talk with principal, community circle, counselor lessons and school assembly/performances	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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 Counselor	Title I Title IV ARRA <input type="text"/> <input type="text"/> <input type="text"/> PTA for programs	lesson plans weekly schedule of programs monthly handbook at beginning of the year notes from the beg of year talk	Implementation Survey District student and parent survey Discipline Data

Operations

Meadow Wood
School

Robye Snyder
Principal

Title I Campus
○ Yes ● No

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>				
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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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	Title I Title IV ARRA <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				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 09-10 school year to align spending and needs				
Continue to add to 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

Meadow Wood
School

Robye Snyder
Principal

Title I Campus
○ Yes ● No

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/student/faculty surveys will show positive trends in each area compared to the end-of-year 08-09 parent/student/faculty 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 Love and Logic Bully Prevention	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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 Title I Title IV ARRA <input type="text"/> <input type="text"/> <input type="text"/> All staff members Teachers Curriculum/Program directors	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 the Mile Club grades 3 - 5, Bike Rodeo and Field day Plan and implement Community Health Fair	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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 C-SHAC members Nurse Title I Title IV ARRA <input type="text"/> <input type="text"/> <input type="text"/> Health Fitness PTA Volunteers Middle School volunteers Nurse	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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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	Title I Title IV ARRA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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 Title I Title IV ARRA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Paper Copy time	Last year's parent & teacher survey Specific feedback from parent conferences	End of year survey Parent Conference/Feedback
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People

Meadow Wood
School

Robye Snyder
Principal

Title I Campus

Yes No

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 to include a rotation of one hour for extended staff development with the SISes every 7 days for grade level and specials team. 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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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	Title I Title IV ARRA <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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	Title I Title IV ARRA <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	School Calendar with training dates Training sign in - per session SIS - lesson plans - weekly	Record of staff development found

3

Support special areas for faculty such as:
 1) GT teacher support group lead by Becky Maddox
 2) New teacher mentors and Lead Mentor
 3) Implementation of 5 year plan initiatives for 09-10 school year
 4) Differentiated staff development planned to allow for choice and to meet individual needs in staff development as much as possible.

- ARRA
- Title I
- Title IV
- CNA
- SRS
- QS
- PD
- PI
- T
- TDA
- MTA
- AQT
- CSP

Becky Maddox - GT Liaison
 Julia Rowland - Lead Mentor
 Novice Teacher Mentors
 Administrators
 SISes
 Counselor
 Librarian

Title I	Title IV	ARRA
GT \$\$\$		
District Mentor Grant for novice teacher mentors and lead mentor		
Grant opportunity for staff development		

Meeting agendas

Records from teacher mentors

Implementation survey at beginning and end of the year

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 Federal	Conduct annual program evaluation (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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input checked="" 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	C & I Division Content/Program Directors Campus Principal	Title I Title IV ARRA <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> 2 SCE FTE's Administrative Staff	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data
2 Req 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. -Increase number of teachers who have participated in Balanced Literacy staff development -Monitor improvement in reading by having monthly checks of DRA levels/reading groups (using the sticky note wall technique or graphs) -Focus on going deeper with comprehension through the use of reading response letters and higher level questioning in reading discussions	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <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	Director Language Arts Campus Principal Language Arts SIS Reading intervention support staff	Title I Title IV ARRA <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> Comprehension Toolkit C & I Portal Teachers & Admin. Staff \$xxxx - Title IA - 211 \$xxxx - Title IIA - 255 \$xxxx - Title III - 263	Running records Miscue analysis Reading inventory Mid Year Reading Levels	Spring DRA Evaluation Running records

3 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). Participate in mentor-men tee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly qualified applicants.	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" 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 checked="" type="checkbox"/> CSP	Principal & Asst. Prin. Instructional Leadership Team Technology Team	<table border="1"> <tr> <td>Title I</td> <td>Title IV</td> <td>ARRA</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> Instructional Tech. Dept. School Improvement Spec Technology Funds \$ xxxx - Tech - 211 \$ xxxx - Tech - 199	Title I	Title IV	ARRA				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
Title I	Title IV	ARRA											

4 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. -No Place for Hate activities such as Random Acts of Kindness week activities -Student Council weekly reports on KMWE regarding character trait of the week	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<input checked="" type="checkbox"/> CNA <input checked="" 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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	<table border="1"> <tr> <td>Title I</td> <td>Title IV</td> <td>ARRA</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> \$ 250 - Title IV Funds SDFSC Staff Reg.IV Tobacco Prev. Spec Community Professionals	Title I	Title IV	ARRA				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
Title I	Title IV	ARRA											

5 Req Fed eral	Promote parent and community involvement in TAOD and violence prevention programs/activities. Red Ribbon Week will be a celebration in which the school and community will participate throughout the week in such ways as red ribbons on campus trees, posting on school marquee, and weekly activities advertised in newsletter and on website.	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<input checked="" 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	<table border="1"> <tr> <td>Title I</td> <td>Title IV</td> <td>ARRA</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> SDFS Staff Local Law Enforce. Off. Community Professionals Parent Involvement Funds \$xxxx - Title IV - 204 \$xxxx - - 199 \$500 PTA funds	Title I	Title IV	ARRA				Agendas, Sign-Ins per training Training Evaluations per training	Participant Rosters Program Calendar Parent Evaluations Surveys
Title I	Title IV	ARRA											

6 Req Fed eral	(Safe & Drug Free Schools) Provide professional development based on level of expertise and need in the following areas: * Love and Logic cadre has been formed and will work together this year to: -organize all the materials we have collected -attend the one day L&L seminar in the fall for \$99.00 each -complete a book study together on the Love and Love main book. -begin to share ideas with faculty and parents through newsletter articles and emails to school parent email groups	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> CNA <input checked="" 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 checked="" type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor Specialist Teachers Assistants	<table border="1"> <tr> <td>Title I</td> <td>Title IV</td> <td>ARRA</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> SDFSC Asst. Admin. Region IV Community Professionals Anti-Defamation League \$200 - Counselor - 199 \$500- Title IV Grant for staff development	Title I	Title IV	ARRA				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
Title I	Title IV	ARRA										

7 Req Fed eral	Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input checked="" 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 checked="" type="checkbox"/> CSP	Campus Administration Diagnostician Spec. Ed. Campus Support Staff	<table border="1"> <tr> <td>Title I</td> <td>Title IV</td> <td>ARRA</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> ARD process Spec. Ed. Admin. Team Account./Research Dept.	Title I	Title IV	ARRA				Initial Benchmarking, where applicable Fall Special Education meeting agendas- per meeting	Annual analysis of Campus special ed students state testing results with respect to the percentage of students participating in each testing program and those mastering the test.
Title I	Title IV	ARRA										

8 Req Fed eral	Ensure that special education staff, building administrators, and counselors are trained on and adhere to special education timelines and compliance requirements.	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input checked="" 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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Speech Path., Diag., Diag. Teacher, Counselors Campus Administration	<table border="1"> <tr> <td>Title I</td> <td>Title IV</td> <td>ARRA</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> STAT Referral Action Plans & documentation Educaid Report Spec. Ed. Admin. Team Account./Research Dept. Conferences - 211	Title I	Title IV	ARRA				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 2007-2008 and 2008-2009 changes
Title I	Title IV	ARRA										

<p>g Req Stat e and Fed er</p> <p>(State Comp. Ed.) Utilize specialist(s) to assist with supplemental At-Risk services in the content areas: *Language Arts *Math *Science *Social Studies *Other includes: ESOL support, Reading Interventional specialist Our 2 SISEs will work in the following ways to support at risk students on our campus: -plan as part of the administrative team on a regular basis -attend team planning meetings -conduct staff development for seven day rotation time, respective committees and staff after school -support teachers by modeling and co-teaching -working with small groups of students</p>	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principals School Improvement Specialists	<table border="1"> <tr> <td>Title I</td> <td>Title IV</td> <td>ARRA</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="3">2 SCE FTE's</td> </tr> <tr> <td colspan="3">Title III</td> </tr> <tr> <td colspan="3">\$xxxx - At Risk - 199</td> </tr> <tr> <td colspan="3">Intervention Specialist</td> </tr> <tr> <td colspan="3">SIS</td> </tr> </table>	Title I	Title IV	ARRA				2 SCE FTE's			Title III			\$xxxx - At Risk - 199			Intervention Specialist			SIS			<table border="1"> <tr> <td>Obs. S., DRA/EDL,QRI- fall & md</td> <td>yr</td> </tr> <tr> <td colspan="2">Released TAKS fall</td> </tr> <tr> <td colspan="2">Benchmarks 9 weeks</td> </tr> <tr> <td colspan="2">Report Card 9 weeks</td> </tr> <tr> <td colspan="2">Progress Reports</td> </tr> <tr> <td colspan="2">3 wks before each report card</td> </tr> <tr> <td colspan="2">Eng. Acquisition Measure periodic</td> </tr> </table>	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 ·TELPAS Reading ·End-of-year report cards ·Spring Benchmarks
Title I	Title IV	ARRA																																						
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3 wks before each report card																																								
Eng. Acquisition Measure periodic																																								

<p>10 Req Loca</p> <p>Develop, monitor and evaluate campus volunteer/ partnership programs that include: ·recruitment ·training./support ·recognition of volunteers/partnerships</p>	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Assist. Prin. Campus Partnerships Liaison Campus Volunteer Liaison School Improvement Specialists	<table border="1"> <tr> <td>Title I</td> <td>Title IV</td> <td>ARRA</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="3">Vol./Partnership Office</td> </tr> <tr> <td colspan="3">Vol. Partners/Partnerships</td> </tr> <tr> <td colspan="3">SASI</td> </tr> <tr> <td colspan="3">Vol. Partnership Database</td> </tr> </table>	Title I	Title IV	ARRA				Vol./Partnership Office			Vol. Partners/Partnerships			SASI			Vol. Partnership Database			<table border="1"> <tr> <td>*Sign- Ins, & hours per campus visit</td> <td></td> </tr> <tr> <td>*Ongoing increase in # of Volunteers per nine weeks</td> <td></td> </tr> <tr> <td>*Mentor/Mentee & Tutor/Tutee success through review of volunteer intervention with students:</td> <td></td> </tr> <tr> <td> *Attendance</td> <td></td> </tr> <tr> <td> *Discipline</td> <td></td> </tr> <tr> <td> *Academic Progress</td> <td></td> </tr> <tr> <td>per semester per student served</td> <td></td> </tr> </table>	*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 '08-'09 ·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)
Title I	Title IV	ARRA																																			
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*Academic Progress																																					
per semester per student served																																					

11
Req
Fed
eral

(Title II,A&D) Provide professional development to, CIT, teachers and administrators that increases knowledge and skills related to
Our primary area of focus will be implementation of RTI for Reading, Math and Behavior. This will build upon increasing teachers skills in managing small group instruction in reading and math within a workshop framework.
We will work with curriculum directors for the respective areas to provide opportunities for teachers to be coached, attend sustained training/ in-services/ workshops and/or conferences together with structured follow up as we learn to implement RTI.

**Principal will write a grant to support staff development in the following areas:
 GT, Love and Logic, Science, Math, ESOL and Special Ed**

- ARRA
- Title I
- Title IV
- CNA
- SRS
- QS
- PD
- PI
- T
- TDA
- MTA
- AQT
- CSP

Principal
 Assistant Principal
 Team leaders
 School Improvement Spec.
 Intervention Specialists

Title I	Title IV	ARRA
\$xxxx - 255 - Title II A \$xxxx - 262 - Title II D \$xxxx - 199 Content Area Directors Grant to SBEF for approximately \$5000		

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

12
Req
Loca

Teachers/Administrators/Staff will develop understanding of the (a) *Professional Development Framework* and continue participation in professional development in the areas of *Teaching and Learning* and *Leadership for Results*; (b) including The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.

We will review DDI components at the beginning of the year and at faculty meetings throughout the year. Admin will continue to use walk through forms to reflect good implementation of DDI components.

- ARRA
- Title I
- Title IV
- CNA
- SRS
- QS
- PD
- PI
- T
- TDA
- MTA
- AQT
- CSP

Principal
 Assistant Principal
 School Improvement Spec.
 Intervention Specialists

Title I	Title IV	ARRA
Curriculum Directors DDI trained teachers \$ xxxx- Prof. Services - 211		

Calendar
 Spring
 Edmin Reports
 Lesson Plans
 Appraisals
 Spring
 Walk-thru documentation per semester

Fall and
 Monthly
 Weekly
 Fall and

End of Year PDLC Reports
 Summative Evaluations

13 Req	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<input checked="" 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 checked="" type="checkbox"/> CSP	Principal & Asst. Prin. School Improvement Spec. Intervention Specialists Mentors Team Leaders	Title I <input type="text"/>	Title IV <input type="text"/>	ARRA <input type="text"/>	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
Federal	<p>Our lead mentor will regular support the social/emotional needs of our new/novice teachers with surprises in their boxes, meetings to share concerns, support as needed. Each novice teacher will have a grant mentor. Each new teacher to the campus will also have a mentor.</p> <p>Admin will meet with new/novice teachers on a regular basis throughout the year particularly before things such as report cards, parent conferences, mid-year retention info and TAKS to ensure common understandings. More frequent walk throughs. More time with SISes as model/co-teach support.</p>				\$xxxx - xxx -Title I A \$xxxx - xxx -Title II A \$xxxx - ARRA - Mentoring-HR Dept. Coordinator for Teacher Induction and Retention No Child Left Behind				

14 Req	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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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 checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Assist. Prin. Instructional Leadership Team Team Leaders Technology Team Classroom Teachers	Title I <input type="text"/>	Title IV <input type="text"/>	ARRA <input type="text"/>	Job Fairs- Spring Update Website- Fall/Spring	Applications submitted Personnel Roster
Federal					School Improvement Spec. Human Resources Coordinator for Teacher Induction and Retention No Child Left Behind				

15 Req	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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Assistant Principal Parent Involvement Comm. CIT Instructional Leadership Team Leadership Team	Title I <input type="text"/>	Title IV <input type="text"/>	ARRA <input type="text"/>	Agendas, Sign-Ins, Minutes per planning meeting Calendar, Agenda, Sign- Ins per training session	Training evaluation Parent evaluation or survey
Federal	Discussed at monthly CIT meetings. Working with the Childrens' Museum and PTA to provide a community night.				Ext. Funding/Compl.Dept. PTA Funds \$ xxxx - Misc - 199 \$ xxxx - - 211				

16 Req Fed eral	PreK 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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input 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. Prin.	Title I <input type="text"/> <input type="text"/>	Title IV <input type="text"/> <input type="text"/>	ARRA <input type="text"/> <input type="text"/>	PreK School Director PreK. and Kinder teachers \$xxxx - xxxx - 211	-Identify K 09/10 students Spr 09 -Identify feeder PreK & HS sts Spr 09 -Round-Up Flyer by April 09	-Evaluation of transition strategies/ progress PreK -1 -Round-Up Sign In -Round-Up Parent Evaluation -Spring Update Website
	District PK-K teacher colleague visits to align curriculum PK-K teacher visits to observe classrooms - done within our campus Transition visits from Pre-K to Kinder - inviting the Wildcat Way PK students for a morning at MWE in the late spring, tour, cookies in cafeteria, stay in a class for about an hour Kinder-PK round ups - done early in January to compete with private school round ups Kinder-PK parent orientations - done before school starts in August Principal and LA SIS attend Mother's Club meeting in January to discuss early literacy.									

17 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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" 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 checked="" type="checkbox"/> CSP	Principal Assistant Principal G/T Administrator School Improvement Specialists Counselor GT Liaison	Title I <input type="text"/> <input type="text"/>	Title IV <input type="text"/> <input type="text"/>	ARRA <input type="text"/> <input type="text"/>	G/T Consultants Region IV G/T Dir. Houston Area Coop on G/T Differentiated Curriculum Conferences \$xxxx - 199 \$xxxx - 255	Certificates of Attendance for G/T per session G/T Prof Dev. Sign-in per session Teacher walk through observations per each walk through DDI 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.
	We will focus on C and E through the GT teacher support group lead by Becky Maddox, our GT Liaison.									

18 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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<input checked="" type="checkbox"/> CNA <input checked="" 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 checked="" type="checkbox"/> CSP	Principal Assist. Prin. School Improvement Specialists Classroom Teachers GT Liaison Counselor	Title I <input type="text"/> <input type="text"/>	Title IV <input type="text"/> <input type="text"/>	ARRA <input type="text"/> <input type="text"/>	Dir. of Adv. Acad, Studies Teachers School Improvement Spec. GT Liaison PGP funds - 199	Lesson Plans weekly Report Cards 9 weeks Curriculum outlines quarterly Benchmarks 9 weeks	-End of year report cards -TAKS scores District or campus evaluation surveys

