

**Student Performance**

Spring Woods High  
**School**

Lance Stallworth  
**Principal**

**Title I Campus**  
○ Yes ● No

**Campus Goal:** SWHS will improve passing and commended rates on TAKS, maintain its Recognized status, make progress toward Exemplary, and meet all AYP benchmarks.

**Campus Objective:** Reading/ELA goal - 92%, Math Goal - 80%, Science Goal - 82%, Social Studies Goal - 94%.  
100% of SWHS students will stay in school and earn the credits necessary to move to the next grade level.

**5 Year Plan Goal** SBISD will be an exemplary school district with an enriched and relevant PK-12 curriculum that promotes creativity, critical thinking, and achievement.

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Continue collaborative teamwork for instructional planning to include among other aspects: Data analysis by grade, data analysis through "Reflective Practice" questions, team meetings for data analysis and dialogue, teacher developed intervention plans, individual student data analysis and establishment of student conferences, effective lesson planning	<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 Admin. Prin. Team Leaders Department Chairs SIS	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> ADM and SASI data Curriculum Roadmaps Lesson Plans	Evaluation according to Benchmark calendar Weekly Curriculum Meetings Dialogue with Executive Administrators during data conferences Implementation of AIMS plan Weekly evidence of differentiated instruction in lesson plans	Evaluations following benchmark calendars End of Year Student Assessment Analysis End of year Report Card Dialogue from Executive Administrators during conference Analysis of Buddy visit data
2 Maintain interdisciplinary teaming in the 9th grade where 4 to 5 core area teachers share and monitor the progress of approximately 115 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 Admin. Principal Grade Level AP Grade level counselors 9th Grade Teachers	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> Common meeting time Intervention worksheets	Team Meeting agenda and sign in sheets, intervention meetings minutes, RTI referrals, report cards and progress reports, student attendance reports	-Decrease in the number of 9th graders retained, increase in -9th grade attendance rate, -Decrease in 9th grade discipline referrals.

3	<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 Admin. Principal AP's Counselors Teachers Students	Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA <input type="checkbox"/> Teachers SASI	Intervention Rosters Benchmark Results Report Card Results Higher TAKS scores
4	<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. Principal SPED CIS SPED staff Teachers	Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA <input type="checkbox"/> SPED staff District trainer	Progress reports and report cards Feedback from regular education and special education teachers Training sign-in sheets increased achievement by SPED students on report cards and TAKS
5	<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 Principal SIS Department Chairs Team Leaders	Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA <input type="checkbox"/> District Literacy Specialist General Funds allocated for classroom libraries	Training schedule for district literacy specialist. Lesson Plans Improved performance on TAKS, SAT, ACT reading and writing sections Student products based on literacy activities
6	<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	CIS for Technology Admin. Principal Counselors	Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA <input type="checkbox"/> Lab Teachers Subject: Teachers of Record	Weekly Plato Reports Teacher of Record Progress Reports Number of credits awarded via Plato. Increase promotion rate

7	<p>Maintain our plan to prepare seniors who have not passed one or more TAKS tests for the various testing opportunities throughout the year.</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 Admin. Principal SIS</p>	<input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA	<p>Class rosters Tutoring rosters Sign-in sheets</p> <p>Intervention Period Paragon Engineering Tutors After school review sessions</p>	<p>Number of students passing the Exit Level Retest</p>
8	<p>Explore schedule options for implementation in the fall of 2010.</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>Campus Improvement Team</p>	<input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA	<p>Development of research plan including action steps and timeline.</p> <p>School retention data Research on school scheduling Site visit(s) to schools with alternative schedules</p>	<p>Formal recommendation for school year 2009-2010.</p>
9	<p>Implement RTI through grade level offices.</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. Principal Grade level principals Counselors</p>	<input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA	<p>Progress Reports, Report Cards RTI referral data RTI tracking data</p> <p>RTI research Pyramid of Intervention CIS, CYS Teacher Tutoring Schedule</p>	<p>Retention Data Discipline Referrals Attendance Records</p>
10	<p>Actively monitor reclassified 9th grade students and provide the necessary support to ensure they are back on grade level by the end of the year.</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>Grade Level Principal Grade Level Counselor</p>	<input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA	<p>Progress reports Report cards Attendance Discipline</p> <p>Grade reports Discipline referrals Attendance records RTI referrals</p>	<p>Retention rate</p>

11

Hold a Drop Out Walk to encourage students not in school to re-enroll.

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

Principal  
Asst. Principals  
Counselors  
Registrar

Title I	Title IV	ARRA
District Personnel		
Teachers		

Number of students contacted during walk.

Number of potential dropout students enrolling in school

12

Extended library hours will be offered four days each week immediately after school.

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

Library Staff

Title I	Title IV	ARRA
General Funds to support extended hours		
Library Aides		

Sign-in sheets

End of year report on number of students attending extended hours

**Student Performance**

Spring Woods High  
**School**

Lance Stallworth  
**Principal**

**Title I Campus**  
○ Yes ● No

**Campus Goal:** SWHS will provide students a rigorous and relevant education that will prepare all students for post-secondary success.

**Campus Objective:** 100 % of SWHS students will receive information about preparing for college.  
80% of juniors will complete a college admissions test by June.  
AP results will experience a 20% increase in the number of 3+ scores.

**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 Implement a comprehensive Post-Secondary College Awareness Plan	<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 Admin. Principal College Counselor College Awareness Committee	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> College Room PSAT/PLAN/SAT/ACT/AP data College Readiness Standards	Formation of College Awareness Committee, development of committee purpose, and timeline	Development of formal plan, communication of plan to school community, and beginning of implementation
2 Coordinate the activities of the Gear Up grant and the Advisory period to align with the College Awareness Plan	<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. Principal College Counselor Advisory Teacher Liaisons Gear-up Staff	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> District Advisory Curriculum College Awareness Plan College Board Resource Guide	Weekly Advisory Activities Survey of students and teachers on quality of activities	End of year survey on advisory activities Evaluation of alignment between advisory activities and college awareness plan

3	Promote the use of the college room for students and parents in a way to align with the College Awareness Plan	<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	College Counselor Gear-up Staff Principal	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> <hr/> Banners Tiger Times Website Parent Meeting	Sign-in rosters to college room College Counselor activity log  End of year college counselor report. Number of students applying to college. Number of students applying for/receiving scholarships.
4	Study the opportunity to apply to create a Medical Health academy to start in the fall semester of 2012.	<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 Campus Improvement Team Academies Committee	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> <hr/> District Director of Academies	Dependent on district timeline.  Dependent on district timeline.
5	Seniors will participate in the College Connections Program in conjunction with HCC. During this program, every senior will enroll at HCC and receive academic advising, financial aid information, visit HCC, and complete their FASFA.	<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 Senior Counselor College Counselor Senior Advisory Teachers	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> <hr/> HCC	Student advisory rosters, HCC lesson plans, class schedule  Number of students that have enrolled in HCC and completing FASFA
6	Hold College Spirit Days throughout the year.	<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 Counselors	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> <hr/> Tiger TV	Calendar for college spirit days  Increase number of students participating in the college spirit days.

7	Promote students taking the following exams: PLAN, PSAT, SAT, ACT, AP	<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. Principals Counselors Teachers	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> Announcements, signs, Tiger TV, College Room, Website, Teachers, Parent and Student Meetings	Development and implementation of plan to get students signed up and prepared for exams Number of students taking the college entrance exams.
8	Implement a campus wide SAT/ACT preparation plan	<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 Admin. Principal SIS Team Leaders Department Chairs	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> District specialists College Readiness Standards Curriculum Teacher Training	Teacher training calendar for SAT/ACT preparation. Review of curriculum and lesson plans for integration of college readiness standards Student performance on college entrance exams.
9	Develop plan for educating students and parents about the results of the exams; use the exam results to inform our instructional programming, use the exam results when counseling 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 Admin. Principal Counselors Teachers	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> Exam Result Reports Advisory Teachers	Development of a plan for the dissemination of test results and a plan for explaining the result to students and using the results to improve teaching Student and parent survey on their understanding of the results.
10	Continue to conduct periodic meetings of the AP committee and implement the AP long range plan	<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. Principal AP coordinator	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> Advanced Placement implementation plan. AP teachers	Meeting calendar and statement of purpose. Refined plan and implementation under way.

Offer multiple opportunities for students to have after school study sessions and practice tests facilitated by AP teachers.

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

Admin. Principal  
AP coordinator  
AP Teachers

Title I	Title IV	ARRA
Practice tests		
College Board Study		
Guides		

Study session calendar built

Sign-in sheets for study sessions.  
Student performance on AP exams

**Student Performance**

Spring Woods High  
**School**

Lance Stallworth  
**Principal**

**Title I Campus**  
○ Yes ● No

**Campus Goal:** SWHS will provide all students multiple opportunities to grow socially and emotionally as young adults.

**Campus Objective:** Social and emotional team will implement a plan that will coordinate all of the student SEL programs.

**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 Implement the district's plan for Social Emotional Learning with the goal of increasing the number of developmental assets each child possesses.	<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 SEL Lead Counselor Advisory Teachers	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> District SEL coordinator District SEL curriculum Advisory Period	Weekly implementation and feedback on advisory lessons.	Staff and student survey SEL Portfolio
2 An assembly will be held for each grade level to discuss drug, alcohol, and tobacco abuse and follow-up activities will be planned for Advisory.	<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	Grade Level Principal Counselors Advisory Liaisons	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> Guest Speakers	Calendar events	Student feedback on presentations. Analysis of data from counselors and social workers

3

Create a student leadership program where selected students can meet with the administrative team to discuss campus issues.

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

Principal  
Admin. Principal

Title I    Title IV    ARRA

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Funding for lunches  
List of students from student council sponsor

Feedback from students during the meetings

Student survey

4

Maintain its status as a No Place for Hate campus.

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

Grade Level Principal

Title I    Title IV    ARRA

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ADL

Development of plan to meet the No Place for Hate criteria

No Place for Hate Status Renewed

**Student Performance**

Spring Woods High  
**School**

Lance Stallworth  
**Principal**

**Title I Campus**  
○ Yes ● No

**Campus Goal:** SWHS will provide a broad range of extracurricular and co-curricular opportunities for students and actively encourage every student to become involved.

**Campus Objective:** 100% of students will be involved in extra or co-curricular opportunities.

**5 Year Plan Goal** SBISD will offer all students a wide range of school-sponsored activities outside the classroom.

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Continue to promote student activities through the use of Tiger TV. Tiger TV will run a constant loop throughout the day promoting events, marketing organizations, and recognizing student accomplishments	<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	Tiger TV Sponsor Principal Grade Level Principal  Tighter TV staff and equipment TVs throughout the building	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> Daily loop activated Teacher/Student feedback	Teacher and student feedback on effectiveness of Tiger TV as a communication vehicle
2 Continue to promote service learning by providing training to teachers and encouraging students to participate in service learning activities. All clubs, organizations and teams will be required to perform at least one community service project, one school service project, and one school spirit project.	<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 Counselors Teachers Organization Sponsors  Student Organizations Community Organizations	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> Recruitment of students into student organizations. Organization plans for including volunteer activities as part of their mission	Student volunteer hours

3 Form a 9th grade spirit club to which all 9th graders will belong. The spirit club will help decorate for pep rallies, attend athletic events (transportation provided), and find creative ways to contribute to the school climate.	<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	Grade level principal Grade level counselor 9th grade teachers	Title I <input type="text"/> Title IV <input type="text"/> ARRA <input type="text"/>	membership roster  student transportation funds for spirit shirts	Spirit club activity log and final membership list
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4 Teachers will be encouraged to sponsor additional clubs to meet the needs of all kids. .	<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 Teachers	Title I <input type="text"/> Title IV <input type="text"/> ARRA <input type="text"/> Teacher time	List of organizations Membership lists	Final membership lists Web presence Club activity logs
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**Safety**

Spring Woods High  
**School**

Lance Stallworth  
**Principal**

**Title I Campus**  
○ Yes ● No

**Campus Goal:** SWHS will build and maintain a safe, nurturing, and respectful environment for students and staff.

**Campus Objective:** SWHS will lower our discipline and police incidents by 5%.

**5 Year Plan Goal** SBISD will have a pervasive culture of safety and respect.

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1 Continue to require all students to wear an ID while on campus.	<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 Principals teachers students	Title I    Title IV    ARRA <div style="display: flex; justify-content: space-around; width: 100px;"> <input type="text"/> <input type="text"/> <input type="text"/> </div> SBISD Police	Printing of ID's	Reduce in the number of trespassers on campus
2 Provide professional development opportunities on classroom management for teachers. The professional development will be grounded in Harry Wong and Capturing Kids Hearts.	<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. Principal SIS	Title I    Title IV    ARRA <div style="display: flex; justify-content: space-around; width: 100px;"> <input type="text"/> <input type="text"/> <input type="text"/> </div> District Instructional Support Team Gear-up Funding for Capturing Kids Hearts Harry Wong Resources	Identification of teachers in need. Initial resources to new teachers. Team to fall sessions of Capturing Kids Hearts	Discipline referrals Passing rates

3 Implement a plan to provide adequate adult supervision in all common areas before and after school, during lunch, and all passing periods.	<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 Teachers	Title I <input type="text"/> Title IV <input type="text"/> ARRA <input type="text"/> <hr/> Teacher time	Communicate expectations to all teachers for being in hallways between passing periods and develop a before and after school duty plan	Data on school disruptions during passing periods and before and after school
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4 Raise staff awareness of Love and Logic and prepare for implementation in 2010-2011 school year.	<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	Campus Administration	Title I <input type="text"/> Title IV <input type="text"/> ARRA <input type="text"/> <hr/> Love and Logic materials, training resources	Familiarity of staff with Love and Logic philosophy.	
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**Operations**

Spring Woods High  
School

Lance Stallworth  
Principal

**Title I Campus**  
○ Yes ● No

**Campus Goal:** SWHS will use strategic planning to be fiscally responsible and efficiently use all resources—human, time, and monetary—to support student achievement.

**Campus Objective:** SWHS will fully spend all our funds in an acceptable manner established by law.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1 Provide appropriate funds to support instruction in the classroom by providing supplies and other necessary items for students to use.	<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  Title I    Title IV    ARRA <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> General Funds Comp. Ed.	Teacher Wish Lists	Student success on grades and TAKS
2 Provide funds to purchase books and other materials so that teachers can provide grade level appropriate materials for their students as well as books for Pre AP and AP classes.	<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 Department Chairs  Title I    Title IV    ARRA <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> General Funds	Wish lists from Departments	Increased student achievement on TAKS and report cards

3	Fund an Intervention Specialist to support students as they need additional help in completing class work or meeting the requirements for promotion and graduation.	<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 Admin. Principal	Title I <input type="text"/> <input type="text"/> Title IV <input type="text"/> <input type="text"/> ARRA <input type="text"/> <input type="text"/> General Funds	Quality student achievement data to teachers early in the fall and throughout the school year based on test data and report card results	Increased student achievement on TAKS and report cards
4	Partner with Harris County Community Youth Services to provide a social worker to work with students, teachers, parents and the community.	<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 CIT CYS	Title I <input type="text"/> <input type="text"/> Title IV <input type="text"/> <input type="text"/> ARRA <input type="text"/> <input type="text"/> General Funds	CYS caseload reports	CYS caseload reports
5	Align campus initiatives with the goals of the District's Five Year Plan.	<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 CIT	Title I <input type="text"/> <input type="text"/> Title IV <input type="text"/> <input type="text"/> ARRA <input type="text"/> <input type="text"/> District 5 year plan	CIT review of progress on the Campus Improvement Plan	Formal evaluation of CIP at the end of the year
6	Actively pursue grant opportunities that support the priorities and initiatives of this CIP.	<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 CIT	Title I <input type="text"/> <input type="text"/> Title IV <input type="text"/> <input type="text"/> ARRA <input type="text"/> <input type="text"/> District Grant Office	CIT review of upcoming grant opportunities and their fit with the CIP	Grants approved or in process of being approved

Coordinate campus and district funds to upgrade and grow the technology resources on campus.

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

Principal  
SIS for technology

Title I	Title IV	ARRA
Grants		
Add-on Budgets		
FIP funds		

Technology Needs Assessment

Technology upgrades and ongoing needs

**Community**

Spring Woods High  
**School**

Lance Stallworth  
**Principal**

**Title I Campus**  
○ Yes ● No

**Campus Goal:** SWHS will have a welcoming environment for parents and community members. The school will serve as a valuable information resource for parents, and parents will be encouraged to actively engage in their children's education.

**Campus Objective:** SWHS will increase parent involvement in programs by 10% by communicating more efficiently.

**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 Hold grade level parent meetings, with Spanish translation, to increase home/school communication, increase parent knowledge of campus events, and provide parents information about how to support their students' high school experience and post-secondary transition.	<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 Grade Level Principals Counselors  Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> Bilingual staff for translations College Board materials Website, phone call o out system, and marque to advertise meetings	Meeting schedule Sign in sheets	Parent survey Sign-in sheets
2 Improve the usefulness of the school website by keeping information current and including more information.	<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 Campus Technology Specialist Campus Improvement Team  Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> Faculty to provide the information for the website	Upload of accurate static information	Parent Survey Critical review of website design, usefulness, and maintenance processes

3	Continue to communicate through a variety of modalities including the website, PTA newsletter, phone call outs, and email.	<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 Grade Level Principals Campus Technology Specialist Club sponsors PTA	Title I <input type="text"/> Title IV <input type="text"/> ARRA <input type="text"/> Website Marquee Tigertimes Email Phone call out system	Parent feedback Parent survey
4	Provide adult education opportunities including English classes, Parenting classes, College Admissions and Financial Aide seminars, and GED classes.	<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	CIS College counselor Principal	Title I <input type="text"/> Title IV <input type="text"/> ARRA <input type="text"/> HCC CIS CYS School District Adult Education program	Schedule of offerings Attendance records
5	Continue work on a marketing plan, in collaboration with the District's Community Relations Department, designed to attract more parents and community members to SWHS.	<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 Campus Improvement Plan	Title I <input type="text"/> Title IV <input type="text"/> ARRA <input type="text"/> District Dept. of Community Relations	Meeting schedule for planning purposes. Notes from those planning meetings Finalized plan and the beginning of implementation.
6	Encourage every parent to sign up for Parent Portal and find ways to regularly remind parents to access the portal to check on their student's progress.	<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 Registrar Grade Level Principals Counselors	Title I <input type="text"/> Title IV <input type="text"/> ARRA <input type="text"/> Website Parent Meetings Mailings	Track number of parents with parent portal accounts. Track usage of parent portal End of year numbers on accounts and usage

7

Investigate the possibility of opening a Parent Center on campus.

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

Principal  
Community Outreach  
Committee

Title I	Title IV	ARRA

Investigate grant funding  
Room  
Marketing materials  
Staffing

Planning notes

Decision on the room, secured funding, and a developed plan.

8

Coordinate with feeder elementary and middle school activities that get the whole community invested in Spring Woods High School.

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

Principal  
Freshman Principal  
Cheerleading Sponsor

Title I	Title IV	ARRA

Middle School Principals  
Transportation

List of Activities Planned

Final list of activities  
Participation roster

**People**

Spring Woods High  
**School**

Lance Stallworth  
**Principal**

**Title I Campus**  
○ Yes ● No

**Campus Goal:** SWHS will value teachers and teaching. Resources will be committed to maintaining our commitment to being a "professional learning community," finding and keeping the best teachers, and providing opportunities for continual professional growth.

**Campus Objective:** SWHS will retain 90% of the current staff.

**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 Teachers will participate in at least one team building activity during the 2008-2009 school year. The target date for one activity will be the January staff development day.	<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 Campus Improvement Team Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> Team Building Activity	Planning of event	Staff survey
2 Send staff to Capturing Kids Hearts training. The focus will be 10th grade teachers in the fall semester and 11th grade teachers in the spring semester.	<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 10th Grade Principal Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> Gear Up Funds	Registration of teachers to attend training	Staff survey after training

3	<p>Maintain the Campus Portfolio originally built in 2007-2008 to reflect the most current information about the campus. The updated portfolio will be available online and in print for the perspective teachers to access.</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 Campus Improvement Team Administrative Principal</p>	<p>Title I    Title IV    ARRA</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Website</p>				<p>Evaluation of contents for accuracy each semester</p>	<p>Evaluation of contents for accuracy each semester</p>
4	<p>The DDI cadre will offer professional development and implementation support as the campus integrates modules five and six into our instructional planning and teaching.</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>DDI Cadre Administrative Principal</p>	<p>Title I    Title IV    ARRA</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>DDI resources from district</p>				<p>Evaluation on fall staff development</p>	<p>Staff evaluation following spring staff development</p>
5	<p>Planning time for teams will be built into the master schedule so that core academic teams have planning time at least three days a week.</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>Administrative Principal</p>	<p>Title I    Title IV    ARRA</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>Master Schedule Calendar of team meetings Weekly team notes</p>	<p>TAKS scores Team Notes</p>
6	<p>Staff development for special education teachers will include analyzing test data and curriculum development to better align special education instruction with the student assessment requirements for special education 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	<p>Principal Administrative Principal Special Education Campus Specialist</p>	<p>Title I    Title IV    ARRA</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>School Improvement Specialists District Specialists</p>				<p>SIS Notes and Training Schedule CBA and Benchmark Results</p>	<p>TAKS results</p>

7 Technology staff development will be offered monthly.	<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	Campus Technology Specialist	Title I <input type="text"/> <input type="text"/> <input type="text"/> Title IV <input type="text"/> <input type="text"/> <input type="text"/> ARRA <input type="text"/> <input type="text"/> <input type="text"/> Computer Labs	Calendar of training sessions	Attendance at trainings Implementation of staff technology goals Growing number of teacher websites
8 School Improvement Specialists will be available for all core subject area teachers. These specialists will assist teachers in the planning of instruction, the analysis of data, and effective teaching practices.	<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 Administrative Principal School Improvement Specialists	Title I <input type="text"/> <input type="text"/> <input type="text"/> Title IV <input type="text"/> <input type="text"/> <input type="text"/> ARRA <input type="text"/> <input type="text"/> <input type="text"/> Team Planning Time High School Allotment staffing units	SIS notes Teacher feedback Classroom Observations	Achievement Data Formal Teacher Observations
9 Our Literacy Team will continue to push the implementation of cross-curricular literacy and find appropriate staff development opportunities for staff to effectively support literacy in every class.	<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	Administrative Principal Department Chairs School Improvement Specialists	Title I <input type="text"/> <input type="text"/> <input type="text"/> Title IV <input type="text"/> <input type="text"/> <input type="text"/> ARRA <input type="text"/> <input type="text"/> <input type="text"/> Director of Language Arts District Literacy Specialists General Funds to purchase books for classrooms	Book purchases Team literacy goals Calendar for literacy training and planning	Classroom observations Lesson plans-including literacy activities Achievement data
10 Funding will be available to send teachers to training and conferences that are aligned with the priorities of this CIP.	<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 Administrative Principal	Title I <input type="text"/> <input type="text"/> <input type="text"/> Title IV <input type="text"/> <input type="text"/> <input type="text"/> ARRA <input type="text"/> <input type="text"/> <input type="text"/> General Funds Gear Up Grant Funds State Comp Ed. Funds	Teacher attendance at staff development	Staff development records

**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 Fed eral	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"/> 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 <input type="text"/> <input type="text"/> <input type="text"/> X 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 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.  Provide specific information about the program that you have in place to provide this support to your 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 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	Campus principal Campus school improvement specialists Campus intervention support staff	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> \$xxxx At Risk Funds - 199 SPED Teachers	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.

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.  Provide specific information about the activities on your campus that support this activity.	<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> \$ xxxx - xxx - 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.  Write an activity that supports the statement above	<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	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:	<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	Title I <input type="text"/> Title IV <input type="text"/> ARRA <input type="text"/>	Calendar of In-Service Dates Spr Agendas, Sign-Ins Training Evaluations Lesson Plans	F all & per training per training weekly	Attendance Rosters Prof. Dev. Evaluations PEIMS 425 Incident Report Staff Survey
	* Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place For Hate * CSHAC * CARES * SEL *Developmental Assets * TRIBES * Love and Logic	Choose at least one area of focus from the above list and add information about how this activity will be implemented on your campus.			SDFSC Asst. Admin. Region IV Community Professionals Anti-Defamation League \$xxxx - Counselor - 199 \$xxxx - Title IV			

7 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"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<input 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 <input type="text"/> Title IV <input type="text"/> ARRA <input type="text"/>	Log tracking entries required	per log LRE campus ratio	LRE campus ratio annual report
	Provide examples of what is being done on your campus to increase inclusion. Co-Teach is a good example				Campus LRE ratio per grading period Spec. Ed. Admin. Team Intervention Salaries - 211 \$ xxxx SPED - 199 \$ xxxx IDEA - \$ xxxx ARRA -			

8 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	Title I <input type="text"/> Title IV <input type="text"/> ARRA <input type="text"/>	Initial Benchmarking, where applicable Fall Special Education meeting agendas- meeting per	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.
					ARD process Spec. Ed. Admin. Team Account./Research Dept.		

9	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	Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA <input type="checkbox"/>	Meeting agenda per STAT Referral Action Plans & documentation Educaid Report Spec. Ed. Admin. Team Account./Research Dept. Conferences - 211	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
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10	(State Comp. Ed.) Utilize specialist(s) to assist with supplemental At-Risk services in the content areas: *Language Arts *Math *Science *Social Studies *Other includes: ESOL support, Reading Interventional specialist	<input type="checkbox"/> 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	Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA <input type="checkbox"/>	Obs. S., DRA/EDL,QRI- fall & md 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
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11	Identify at risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Below are a suggested list of materials that can be used to support this activity. Materials include: manipulatives, literacy materials, TAKS support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Plato, Larsens Math, Fast Math  Complete this objective by determining the who what and how and describing how these will be used on your campus	<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 Team Leader School Improvement Specialists Intervention Specialists	Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA <input type="checkbox"/>	Obs. S., DRA/EDL,QRI- fall & md 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 ·TELPAS Reading ·End-of-year report cards ·Spring Benchmarks
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12	Develop, monitor and evaluate campus volunteer/ partnership programs that include: -recruitment -training-/support -recognition of volunteers/partnerships	<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	Title I <input type="text"/> <input type="text"/> <input type="text"/>	Title IV <input type="text"/> <input type="text"/> <input type="text"/>	ARRA <input type="text"/> <input type="text"/> <input type="text"/>	*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)
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13	(Title II,A&D) Provide professional development to, CIT, teachers and administrators that increases knowledge and skills related to * vertical alignment *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. *DDI *One Way Dual Language *Problem Based Learning *Co-Teach Training *Small Group Instruction *This includes opportunities for teachers to be coached, attend sustained training/ in-services/ workshops and/or conferences together with structured follow up.  Choose from the list above the primary focus for you campus and provide additional information about how it will be implemented on your campus.	<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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Assistant Principal Team leaders School Improvement Spec. Intervention Specialists	Title I <input type="text"/> <input type="text"/> <input type="text"/>	Title IV <input type="text"/> <input type="text"/> <input type="text"/>	ARRA <input type="text"/> <input type="text"/> <input type="text"/>	Obs. S., DRA/EDL,QRI- fall & md yr ·Benchmarks, Report Card 9 weeks ·Progress Reports 3 wks before each report card ·Released TAKS fall ·Agendas, Sign-Ins& Eval. per training	Implementation Survey ·Teacher Survey ·Teacher Appraisals ·Student Survey ·End of year ObsS, DRA/EDL, /QRI,Report card ·TAKS
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14 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"/> 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 checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Assistant Principal School Improvement Spec. Intervention Specialists	Title I    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> <hr/> Curriculum Directors DDI trained teachers \$ xxxx- Prof. Services - 211	Calendar    Fall and Spring Eduphoria Reports    Monthly Lesson Plans    Weekly Appraisals    Fall and Spring Walk-thru documentation per semester	End of Year PDLC Reports Summative Evaluations
	<p style="color: red;">Complete this activity by describing how this is being implemented on your campus</p>						

15 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"/> 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    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> <hr/> \$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	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
	<p style="color: red;">Complete this activity by describing how this is being implemented on your campus</p>						

16 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"/> 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    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> <hr/> School Improvement Spec. Human Resources Coordinator for Teacher Induction and Retention No Child Left Behind	Job Fairs-    Spring Update Website-    Fall/Spring	Applications submitted Personnel Roster
	<p style="color: red;">Add information about how this activity will be implemented at your campus.</p>						

17 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"/> 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    Title IV    ARRA <input type="text"/> <input type="text"/> <input type="text"/> <hr/> Ext. Funding/Compl. Dept. PTA Funds \$ xxxx - Misc. - 199 \$ xxxx - - 211	Agendas, Sign-Ins, Minutes    per planning meeting Calendar, Agenda, Sign- Ins    per training session	Training evaluation Parent evaluation or survey
	<p style="color: red;">Add information about how this activity will be implemented at your campus.</p>						

18	Req	Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction.	<input type="checkbox"/> ARRA <input type="checkbox"/> Title I <input type="checkbox"/> Title IV	<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	SBISD School Age Parent Program Staff Campus Principal Campus nurse CIS SVS Campus guidance counselor Campus social worker	Title I <input type="text"/> Title IV <input type="text"/> ARRA <input type="text"/>	benchmark/released TAKS data, service logs, progress reports, report cards, attendance/completion data	Completion/dropout data, graduation rate, attendance data, state student assessment data
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19	Req	(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"/> Title IV <input type="text"/> ARRA <input type="text"/>	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.
Stat		Choose at least one area of focus from the above list and add information about how this activity will be implemented on your campus.				G/T Consultants Region IV G/T Dir. Houston Area Coop on G/T Differentiated Curriculum Conferences \$xxxx - 199 \$xxxx - 255		

20	Req	(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"/> Title IV <input type="text"/> ARRA <input type="text"/>	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
Stat						Dir. of Adv. Acad, Studies Teachers School Improvement Spec. GT Liaison PGP funds - 199		

21 Req Stat	<p>(Gifted and Talented) Conduct annual G/T screening by following the districtwide procedures for nomination, screening, and selection of students. Emphasis on finding and identifying minority GT students, low SES GT students, and those students showing great potential but who are difficult to identify as intellectually gifted.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements</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 checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Assist. Prin. Counselor    District personnel Principal	<input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA	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  Student nominations
					G/T program descriptors \$ xxx Misc. - 199	Student nominations Parent participation Sign-in sheets		

22 Req Fed eral	<p>Review and revisit both the Home/School Compact and Parental Involvement Policy</p> <p>·offer several opportunities for parent input</p> <p>·develop, with parent input, current school year compact and policy in appropriate language(s)-English/Spanish</p> <p>·share compact with parents and document</p> <p><b>Complete this activity by listing when and how this document will be completed and shared with Parents. Is a copy included in Title I Portfolios</b></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 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 checked="" type="checkbox"/> CSP	Principal Parental Involvement Comm. CIT Title I Contact	<input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA	Ext. Funding/Compliance Department  \$xxxx - Activity Fund \$xxxx - 211 -	Flyers Agendas Sign- in sheets Minutes, Parent Comments Signed Compact	·Final Revised Compact ·Signed Compacts ·Compact usage data
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23 Req Fed eral	<p>Increase parent attendance at Title I Annual meeting to share:</p> <p>·standards and goals</p> <p>·parents' rights'</p> <p>·curriculum</p> <p>·school report card</p> <p>·Title I participation</p> <p>·Offer a flexible number of meetings.</p> <p><b>Complete this activity by providing specific methods that will be used to increase parent attendance at the Title I meeting.</b></p>	<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 type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal AP Title I Contact	<input type="checkbox"/> Title I <input type="checkbox"/> Title IV <input type="checkbox"/> ARRA	Ext. Funding/Compliance Department	Flyers Agendas Sign- in sheets Minutes, Parent Comments Signed Compact	·# of parents attending ·Parent evaluation or survey
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