

Student Performance

Campus Goal: MMS will maintain an exemplary school TEA rating with an enriched relevant curriculum that promotes creativity, critical thinking, and achievement.

Campus Objective: MMS will increase the commended scores for every subject area and increase the passing rate for the campus sub-populations by 5%.

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 Maintain a Writing Lab in the spring semester for 7th graders.	<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	LA Department Chairperson	7th grade Language Arts teachers Eagle time teachers Counselor	Practice essays - monthly Benchmark assessments - 9 weeks Class Roster - Fall and Spring Lesson Plans	End of year Report Cards Writing TAKS
2 Provide staff development for all teachers on making modifications for Special Education students	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Administration Social studies Dept. chair LA/SS SIS	Special Ed. Instructional Specialist	Attendance records-per training Lesson plans - weekly (with mods.) Report cards - six weeks	Social Studies TAKS results SDAA results End of year report cards

3	Develop writing strategies to support LA teachers with TAKS writing	<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 Dept. Chairs LA/Social SIS	District SIS Curriculum Portal	First of year Teacher Appraisal Goals Lesson Plans - weekly Walkthroughs - per semester	End of year conferences Review of trainings goals TAKS results
4	Reading/English/language arts: Continue a reading lab on all grade levels for students performing below grade level or are at risk of not passing TAKS	<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	Administration Intervention teacher Resource LA teacher ESL teacher	Counselors Reading Teachers ARI trainings	Benchmarks Assessments - 9 weeks Report Cards - grading cycle	Report Cards Progress Reports TAKS Reading results
5	Continue a summer reading requirement program for all grade students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	LA teachers Librarian	LA Department chair LA teachers Librarian	Formative: Student Projects Parent notification in May	Summative: Give list to students for summer reading

6	Continue writing support course for students at-risk of failing 7th grade TAKS writing	<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	LA Department Chairperson Assistant principals Counselors	7th grade Language Arts teachers Counselors	Practice essays - monthly Benchmark assessments - 9 weeks Class Roster - Fall/Spring Lesson Plans	End of year Report Cards Writing TAKS
7	Continue math support class on all grade levels for those students performing below grade level or are at risk not passing TAKS (Math)	<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	Administration Counselors	Administration Math teachers Special Education teachers	Class rosters - by semester Benchmark - 9 weeks	End of year Report Cards Math TAKS
8	Provide ongoing ACTIVboard training for all core teachers	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Math Department Chair Active Board Trainer Science department chair	Technology experts	Team meeting notes Departmental meetings Lesson plans - weekly	End of year conferences teacher surveys

9	Maintain a Math Lab on every grade that targets at-risks students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Administration Counselors Math Teachers Math SIS	Math Teachers Campus SIS TAKS flip charts TAKS workbooks	Lesson Plans - weekly	Student Survey
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10	Continue a co-teacher program that will mainstream Special Education students into core classes	<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, Diagnostician Counselors Sp. Ed. tracking teachers	Special Ed. teachers CORE teachers	Individual Education Plans Progress reports - grading cycle Report Cards - grading cycle	End of year report cards TAKS results SDAA
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Student Performance

Campus Goal: MMS will provide college focused awareness that will prepare students for success after high school.

Campus Objective: MMS will prepare students for post secondary success.

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 Identify an appropriate sequence of skills and concepts to support the use of pre AP strategies with all students in all core classes.	<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	Core Department Chairpersons Principal AP	Curriculum Portal District Core Directors	Benchmark assessments - 9 weeks Lesson Plans - weekly	TAKS Scores 9 week grades
2 Continue training core teachers in Pre AP processes and instructional teaching strategies.	<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	Administration Math, Language Arts, Science, and Social Studies Dept. Chair	District Curriculum, PTA funds, departmental meetings	Teacher Appraisal goals - Fall Walkthroughs -per semester Agendas-per training Training Evaluations- per training	Walkthroughs End of year conferences Department meetings

Student Performance

Campus Goal: MMS will ensure that all students have a strong foundation in ethics and character development.

Campus Objective: MMS will provide Developmental Assets training for campus teachers, counselors, and other designated groups.

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 Provide technology use for all students that provide student training for safe use of Internet resources.	<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	All Activity Teachers	PTA Funds Computer Literacy teachers Technology committee Instructional Tech Dept. Emerging technology classes	Teachers appraisal goals Departmental meetings - monthly Lesson plans - weekly	End of year conferences Student/faculty projects
2 Incorporate service learning projects in the leadership class, National Junior Honor Society, and Student Council students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators Counselors	Teachers Counselors Administrators Student Council Activity Fund NJHS Activity Fund	Administrative planning - weekly 8th grade level meetings - monthly	Student survey Program evaluations

Continue participation in Prejudice Awareness Summit	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselors	Title IV \$ SDFSC coordinator. Community Professionals	Calendar of Inservice Dates Fall & Spring Agendas, Sign-Ins Training Evaluations Lesson Plans	Attendance Rosters Professional Dev. Evaluations PEIMS 425 Incident Reports Staff Surveys
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Student Performance

Campus Goal: MMS will offer a variety of school-sponsored activities outside the classroom to all students.

Campus Objective: MMS will ncrease student involvement in activities outside of the classroom by 10% by opening up more oppotunities for more students to be involved around campus.

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 Create book clubs on every grade level that meet outside the school day.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Counselors LA Teachers	Library Librarian	Will begin in the first six weeks to continue throughout the semester	Student survey
2 Create more awareness for Odyssey of the Mind to get more students involved from MMS.	<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	Odyssey contact from MMS Parent Odyssey contact Advanced studies director	Parent letter Announcements over PA Student and parent meeting		

3	To create a campus beautification club that will include paper and plastic recycling around the campus.	<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 Recycling sponsor Custodial staff	ABTI MMS Activity Fund	Monthly meetings with students	Student/staff survey
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4	To create a Reading Buddies group and partner with a SBISD elementary school .	<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	SFDC Coordinator 8th grade counselor 8th grade assistant principal	Librarian Activity Funds	Students survey Course selections Peer group meetings	Student/staff survey
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Safety

Campus Goal: MMS will establish a pervasive culture of safety and respect.

Campus Objective: MMS will develop a Character Education program that meets established district criteria for social and emotional learning.

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 Maintain Eagle Camp to assist incoming 6th graders transition into middle school and reinforce school expectations for 7th and 8th graders.	<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	Administration Activity Teachers Team Leaders Counselors	Teaching Teams Counselors	Team meetings - Fall Administrative planning–Fall & Spring	Student surveys Parent surveys Teacher surveys
2 Continue an AIM program which supports Autistic students in the mainstream educational environment.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Speech Pathologist Diagnostician LSSP Campus Administration	Special Ed Coordinators	Meeting agenda per meeting Compilation of monthly reports and Child Find Info. Logs with summary of timeline issues	Analysis of annual appraisal report for baseline in referrals and corresponding "hit rate," i.e., compare 2003-2004 and 2004-2005 changes

3

To train teachers to implement the Love and Logic discipline model to address student behaviors.

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

Principal
Assistant Principals
Counselors
Teachers
Coaches

PTA funds
Activity Funds

Student survey

Student survey
Parent survey
Staff survey

Operations

Campus Goal: MMS will be fiscally responsible by including all stakeholders and leadership groups to determine budgetary needs that support student achievement.

Campus Objective: MMS will maximize their staffing allotment given by the district that will create a master schedule conducive to increasing student achievement.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Go over budgets with department chairs on a monthly basis	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Admin. Asst. Department Chair	General Fund Activity Fund	Monthly department chair meetings	
2 Create a Technology Committee to meet monthly about use of technology funds.	<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 Technology Rep Teachers	Activity Fund General Fund		

Community

Campus Goal: MMS will be active partners with students, staff, parents, and community members in our students' education.

Campus Objective: MMS will increase communication with the community, staff, and students and relevant stakeholders through the use technology.

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>
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1	The grade level principal and counselor will conduct peer group meetings each month to answer questions and facilitate information to parents.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Assistant Principal Counselor Parent representative	PTA Funds	
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People

Campus Goal: MMS will recruit and retain the best educators by establishing an effective learning culture that supports professional development and growth.

Campus Objective: MMS will ensure that all teachers continue to grow professionally and will retain 95% 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 Provide staff with time each month for collaboration in instructional strategies and long range planning.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Core department chairs Team leaders	Department chairs	Teacher appraisal goals Benchmark - 9 weeks	End of year conferences Walkthroughs TAKS results

Campus Goal: MMS will adhere and be accountable 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>
2 Required Local	<p>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.</p> <p>MMS maintains a Reading Lab on every grade level.</p> <p>MMS uses Read 180 to supplement reading program.</p> <p>MMS maintains a Literacy Library with an array of leveled materials.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Director Language Arts Campus Principal Language Arts SIS Reading intervention support staff</p>	<p>Comprehension Toolkit C & I Portal Teachers & Admin. Staff \$xxxx - Title IA - 211 \$xxxx - Title IIA - 255 \$xxxx - Title III - 263</p>	<p>Running records Miscue analysis Reading inventory Mid Year Reading Levels</p>	<p>Spring DRA Evaluation Running records</p>
3 Required State	<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.</p> <p style="color: red;">Provide specific information about the program that you have in place to provide this support to your students.</p>	<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 Campus school improvement specialists Campus intervention support staff</p>	<p>At Risk Funds - 199 SPED Teachers</p>	<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>

4	Required	(Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a)challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the Texas Assessment of Knowledge and Skills (TAKS). 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"/> 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	Instructional Tech. Dept. School Improvement Spec	Evaluate the level of technology integration per semester lesson plans - per semester Documentation for examining levels of integration and training	* End-of-Year data analysis as compared to previous year's data
			Local				

5	Required	(Safe & Drug Free Schools) Integrate violence prevention lessons including Bullying Prevention and Tobacco Alcohol and Other Drugs (TAOD) prevention lessons in academic subject areas and/or student assistance programs/mentoring and daily school wide morning television broadcasts. Provide specific information about the activities on your campus that support this activity.	<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	SDFSC Staff Reg. IV Tobacco Prev. Spec Community Professionals Title IV funds	Parent and Student Referrals & teacher referrals -Lesson Plans	Monthly Weekly	-PEIMS 425 Incident Report -Yearly analysis of Prof. Dev. Evaluations -Yearly analysis of Staff Survey
			Federal					

6	Required	Promote parent and community involvement in TAOD and violence prevention programs/activities. MMS provides an outside FBI speaker to speak to the parents and the students about Internet safety.	<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 PTA	SDFS Staff Local Law Enforce. Off. Community Professionals Parent Involvement Funds	Agendas, Sign-Ins -Training Evaluations	per training per training	-Participant Rosters -Program Calendar -Parent Evaluations -Surveys
			Federal					

7	(Safe & Drug Free Schools) Provide professional development based on level of expertise and need in the following areas: Bullying prevention, conflict resolution, developmental assets, love and logic, and social emotional learning.	<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	SDFSC coordinator Community Professionals Anti-Defamation League	Calendar of in-service Dates Agendas, Sign-Ins Training Evaluations Lesson Plans	F all & Spr per training per training weekly	Attendance Rosters Prof. Dev. Evaluations PEIMS 425 Incident Report Staff Survey
		Required	Federal				

8	(SPECIAL EDUCATION) Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio MMS provides CO-Teach classes on every grade level to support inclusion students. MMS provides in class support for inclusion students on every grade level.	<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	Campus LRE ratio per grading period Spec. Ed. Admin. Team	Log tracking per log entries required LRE campus ratio	LRE campus ratio annual report
		Required	Federal			

9	Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	<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	ARD process Spec. Ed. Admin. Team Account./Research Dept.	Initial Benchmarking, where applicable Special Education meeting agendas-	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.
		Required	Federal			

10	Ensure that special education staff, building administrators, and counselors are trained on and adhere to special education timelines and compliance requirements.	<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	STAT Referral Action Plans & documentation Educaid Report Spec. Ed. Admin. Team Account./Research Dept.	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
Required						
Federal						

11	(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 MMS has set up lab classes on every grade level for at-risk kids in the core classes. MMS has set up a study skill elective to monitor student performance including at-risk students	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principals School Improvement Specialists	Community General Fund \$944 Activity Fund 4 FTE	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
Required						
Slate and Federal						

12	Identify at risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) MMS provides lab classes for LEP students on each grade level MMS provides computer assisted instruction which includes read 180, compass, and Plato.	<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	Summer School Spec. Ed teachers - Grant Funds LEP Funds	Obs. S., DRA/EDL,QRI- fall & md yr Released TAKS fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic Identify At-Risk students fall	End-of-Year Obs.S.,DRA/ EDL,QRI RR/DLL Report Annual IPT TAKS TELPAS Reading End-of-year report cards Spring Benchmarks
Required						
Slate and Federal						

13	Develop, monitor and evaluate campus volunteer/ partnership programs that include: -recruitment -training-/support -recognition of volunteers/partnerships	<input checked="" type="checkbox"/> CNA	Principal Assist. Prin. Campus Partnerships Liaison Campus Volunteer Liaison School Improvement Specialists	Vol./Partnership Office Vol. Partners/Partnerships SASI Vol. Partnership Database	*Sign- Ins, & hours per campus visit *Ongoing increase in # of Volunteers per nine weeks *Mentor/Mentee & Tutor/Tutee success through review of volunteer intervention with students: *Attendance *Discipline *Academic Progress per semester per student served	End-of- year increase in # of volunteers/partnerships from '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)		
		<input type="checkbox"/> SRS					<input checked="" type="checkbox"/> QS	<input type="checkbox"/> PD
Required								
Local								

14	(Title II,A&D) Provide professional development to, CIT, teachers and administrators that increases knowledge and skills related to problem based learning, co-teach training, and small group instruction.	<input checked="" type="checkbox"/> CNA	Principal Assistant Principal Team leaders School Improvement Spec. Intervention Specialists Diagnostician	Content Area Directors	Obs. S., DRA/EDL,QRI- fall & md yr -Benchmarks, Report Card 9 weeks -Progress Reports 3 wks before each report card -Released TAKS fall -Agendas, Sign-Ins& Eval. per training	Implementation Survey -Teacher Survey -Teacher Appraisals -Student Survey -End of year Obs S,DRA/EDL, /QRI,Report card -TAKS		
		<input checked="" type="checkbox"/> SRS					<input type="checkbox"/> QS	<input checked="" type="checkbox"/> PD
Required								
Federal								

15	Teachers/Administrators/Staff will develop understanding of the (a) <i>Professional Development Framework</i> and continue participation in professional development in the areas of <i>Teaching and Learning</i> and <i>Leadership for Results</i> ; (b) including The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.	<input type="checkbox"/> CNA	Principal Assistant Principal School Improvement Spec. Intervention Specialists	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		
		<input type="checkbox"/> SRS					<input type="checkbox"/> QS	<input checked="" type="checkbox"/> PD
Required								
Local								

Complete this activity by describing how this is being implemented on your campus

16	Required	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff	<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	Mentoring-HR Dept. Coordinator for Teacher Induction and Retention	·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	MMS provides a mentor/buddy for each new teacher in the building. MMS hosts a new teacher breakfast each month. MMS new teachers observe two teachers outside their teaching field during the year.				

17	Required	Recruit and retain highly qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the Website and by participating in job fairs.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input 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	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
		Federal					

18	Required	The CIT, teachers, administrators, other staff members and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school	<input 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	PTA Funds	·Agendas, Sign-Ins, Minutes per planning meeting ·Calendar, Agenda, Sign- Ins per training session	Training evaluation Parent evaluation or survey
		Federal	MMS has a principals advisory committee, teacher round table discussions, and monthly parent meetings to assess the needs of our school.				

19	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"/> 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	Campus budget allocation (general, Title funds)	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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20	(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 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	G/T Consultants Houston Area Coop on G/T Differentiated Curriculum Conferences	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.
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Choose at least one area of focus from the above list and add information about how this activity will be implemented on your campus.

21	(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 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	Dir. of Adv. Acad, Studies Teachers School Improvement Spec. GT Liaison	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
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<p>22 Required State</p>	<p>(Gifted and Talented) Conduct annual G/T screening by following the district-wide procedures for nomination, screening, and selection of students. Emphasis on finding and identifying minority GT students, low SES GT students, and those students showing great potential but who are difficult to identify as intellectually gifted.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	<p>Principal Assist. Prin. Counselor</p> <p>District personnel Principal</p>	<p>G/T Screening Proc. Manual TX State GT Educ. Plan Dir. Adv. Acad. Studies District Personnel Parents/Teachers/Staff</p> <p>G/T program descriptors</p> <p>\$ xxx Misc. - 199</p>	<p>Student nominations- per district GT calendar G/T participation rosters- per semester Ethnicity reports- per semester Screening results per Dist. calendar</p> <p>Student nominations Parent participation Sign-in sheets</p>	<p>Student nominations per district GT calendar G/T participation rosters per semester Ethnicity reports per semester Screening results per district calendar</p> <p>Student nominations</p>
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<p>23 Required Federal</p>	<p>Review and revisit both the Home/School Compact and Parental Involvement Policy</p> <ul style="list-style-type: none"> -offer several opportunities for parent input -develop, with parent input, current school year compact and policy in appropriate language(s)-English/Spanish -share compact with parents and document 	<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	<p>Principal Parental Involvement Comm. CIT Title I Contact</p>	<p>Ext. Funding/Compliance Department</p>	<p>Flyers Agendas Sign- in sheets Minutes, Parent Comments Signed Compact</p>	<p>Final Revised Compact Signed Compacts Compact usage data</p>
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