

Student Performance

Campus Goal: Increase student achievement by carefully aligning early childhood curriculum.

Campus Objective: To provide opportunities to align kindergarten and prekindergarten curriculum and instruction

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 PK and K teachers will develop and discuss transition strategies. Teachers will visit each other's classrooms and meet to debrief.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Asst. Director SIS Elem Principal	Substitutes \$800.00 (Title 1) \$1000.00 (General Fund)	Strategies Developed Meetings Scheduled	Number of meetings Meeting Sign In Sheets
2 Prekindergarten students will visit elementary campuses to enhance transition to kindergarten.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Assistant Director SIS Team Leaders Elementary Principals Elementary Team Leaders	Student Transportation \$500.00 (Title 1)	Identified students and feeder schools	Schedule for visits Completed visits

Student Performance

Campus Goal: To increase the young child's awareness of college affiliations

Campus Objective: Staff will model college pride.

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 We will have a college sweatshirt day where staff wears college affiliated shirts and shares information about their colleges with their 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	Counselor		Information sent in newsletter	Number of staff and students participating

Student Performance

Campus Goal: Provide opportunities for ethics and character development.

Campus Objective: Continue and expand Project Class Social Skills Program and provide Project Class training for new teachers.

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 We will implement Project Class, a social skills curriculum for pre kindergarten.	<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 type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Teachers Assistants Assistant Director Counselor	Paid for by District Level Title Budget	Teacher sign in sheets for training	Office referrals Schedule of Project Class campus visits

Student Performance

Campus Goal: To provide opportunities for students outside the classroom

Campus Objective: To enrich students' experiential background by providing study trips and programs in the community. Additionally, we will include study trips to culminate individual class projects.

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 Student will have opportunities to attend study trips to various places of interest in the community (farm, zoo, theater) to increase their experiences and to enhance their understanding of thematic units. Programs will all be brought in for students.	<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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Assistant Director Study Trip Committee	Student Transportation \$1000.00 (Title 1) Professional Services \$578.00 (Title 1)	Trip Schedule Bus logs Attendance logs	Trip Schedules Title budget log

Safety

Campus Goal: Provide services for our students and families in crisis.

Campus Objective: Develop counseling and social work support for our families.

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 Provide intervention services for our students and families in crisis with counseling and social worker services	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Counselor CYS Worker	CYS \$17,000.00(Title 1) Counselor \$74,778.00(Title 1)	Counselor's Schedule CYS Log	Number of Families Served

Operations

Campus Goal: Investigate software options available for young children.

Campus Objective: Develop a committee to research new technology focused on early childhood education.

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 Our technology committee will investigate new technology focused on early childhood education.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Technology Committee Assistant Director		Committee Report	Committee findings

Community

Campus Goal: Expand opportunities for parents including providing resources for parents and parent education classes.

Campus Objective: Develop a more extensively organized parent education program.

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 CIT, teachers, administrators, staff, and parents will collaborate planning efforts and implementation of staff development that will build ties between parents and schools.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Counselor Assistant Director Parent Involvement Committee		Schedule of Professional Development	Number of PD opportunities that focused on parent involvement
2 Create a location and offer parent trainings at the campus.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Counselor		Parent Meeting Schedule	Number of parents attending trainings

People

Campus Goal: To support our staff with an comprehensive professional development model specifically focused on components of balanced literacy (writing by students, independent opportunities for students, and implementation of dual language)

Campus Objective: Provide professional development support for teachers to increase the instructional decisions that are based on assessment data.

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 Continue development of data analysis process using PK assessments. Develop instructional plan based on data analysis. Hold team meetings and opportunities of teachers to reflect on practices.	<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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Assistant Director SIS Team Leaders Literacy Team		Pre IPT OS DRA	End of year assessment data
2 Purchase books and literacy materials to support new instructional strategies	<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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	SIS	Books \$1011.00 (Title 1) Supplies \$1,483.00 (Title) Supplies \$15,000.00 (Campus Budget)	Purchase orders	Inventory

3

In-house and outside professional development opportunities will be provided for teachers and assistants. These will focus on: -Balanced Literacy -Creating a shared vision -Colleague Collaboration	<input 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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Assistant Director SIS Leadership Team	Professional conferences \$500.00 (Title 1) \$1,000.00 (General Fund)	Sign In Sheets	PDLC Transcripts Implementation Survey
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Campus Goal: We will adhere to all Federal and State requirements, mandates, and laws.

Campus Objective: To remain in compliance with Federal and State Law

5 Year Plan Goal SBISD will meet all Federal and State Requirements

	<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Required Federal	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 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	Administrative Staff	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data
2 Required Local	Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. Staff development on use of data to identify areas of skills/needs growth in acquisition of literacy skills. Analyze and disaggregate data by individual student, classroom and school to determine needs assessment for staff and students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Director Language Arts Campus Principal Language Arts SIS Reading intervention support staff	Comprehension Toolkit C & I Portal Teachers & Admin. Staff	Running records Miscue analysis Reading inventory Mid Year Reading Levels	Spring DRA Evaluation Running records

3	Required	<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>	<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>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>
			State				

4	Required	<p>(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-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly qualified applicants.</p>	<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	<p>Principal& Asst. Prin. Instructional Leadership Team Technology Team</p>	<p>Instructional Tech. Dept. School Improvement Spec</p>	<p>Evaluate the level of technology integration per semester lesson plans - per semester Documentation for examining levels of integration and training</p>	<p>* End-of-Year data analysis as compared to previous year's data</p>
			Local				

5	Required	<p>(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.</p>	<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	<p>SDFSC Campus Facilitator Principal Counselor</p>	<p>\$ 300- Title IV Funds SDFSC Staff Reg.IV Tobacco Prev. Spec Community Professionals</p>	<p>Parent and Student Referrals & teacher referrals Monthly -Lesson Plans Weekly</p>	<p>-PEIMS 425 Incident Report -Yearly analysis of Prof. Dev. Evaluations -Yearly analysis of Staff Survey</p>
			Federal				

6	Promote parent and community involvement in TAOD and violence prevention programs/activities.	<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	SDFS Staff Local Law Enforce. Off. Community Professionals Parent Involvement Funds	·Agendas, Sign-Ins per training ·Training Evaluations per training	·Participant Rosters ·Program Calendar ·Parent Evaluations ·Surveys
	Required	Host parenting classes on 40 Developmental Assets.				
Federal						

7	(Safe & Drug Free Schools) Provide professional development based on level of expertise and need in the following areas: *Developmental Assests * TRIBES * Love and Logic	<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 Asst. Admin. Region IV Community Professionals Anti-Defamation League	·Calendar of In-Service Dates F all & Spr ·Agendas, Sign-Ins per training ·Training Evaluations per training ·Lesson Plans weekly	·Attendance Rosters ·Prof. Dev. Evaluations ·PEIMS 425 Incident Report ·Staff Survey
	Required	Provide professional developmental on the 40 developmental assets regarding social competence and positive identity.				
Federal						

8	(SPECIAL EDUCATION) · Monitor LRE ratio. · Develop campus capacity to support inclusive programming for students with disabilities. · Evaluate campus LRE ratio	<input type="checkbox"/> CNA <input 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 Intervention Salaries - 211	Log tracking per log entries required LRE campus ratio	LRE campus ratio annual report
	Required	Implement co-teaching model in all classrooms. Inclusion specialist monitors progress of all identified students with disabilities and provides regular small group interventions as needed.				
Federal						

9 Required	Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	<input checked="" type="checkbox"/> CNA	Campus Administration Diagnostician Spec. Ed. Campus Support Staff	ARD process Spec. Ed. Admin. Team Account./Research Dept.	Initial Benchmarking, where applicable Fall Special Education meeting agendas- per meeting	Annual analysis of Campus special ed students state testing results with respect to the percentage of students participating in each testing program and those mastering the test.
		<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				
Federal						

10 Required	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	Speech Path., Diag., Diag. Teacher, Counselors Campus Administration	STAT Referral Action Plans & documentation Educaid Report Spec. Ed. Admin. Team Account./Research Dept. Conferences - 211	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 2009-2010 changes
		<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				
Federal						

11 Required	(State Comp. Ed.) Utilize specialist(s) to assist with supplemental At-Risk services in the content areas: *Language Arts *Math *Science *Social Studies *Other includes: ESOL support, Reading Interventional specialist School Improvements specialists provide staff	<input checked="" type="checkbox"/> CNA	Principals School Improvement Specialists	____ SCE FTE's Title III \$xxxx - At Risk - 199 Intervention Specialist SIS	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
		<input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP				
State and Federal						

<p>12</p> <p>Required</p> <p>Slate and Federal</p>	<p>Identify at risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Identify LEP students and refer to Special Language Summer School. Implement small group instruction and bilingual pairing to increase fluency in English. Implement small group literacy instruction using shared and guided reading materials to increase acquisition of literacy skills. Use math manipulative to aide in developing math skills and vocabulary in English.</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 type="checkbox"/> CSP	<p>Principal Team Leader School Improvement Specialists Intervention Specialists</p>	<p>Summer School Spec. Ed teachers - Grant Funds</p>	<p>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</p>	<p>End-of-Year Obs.S.,DRA/EDL,QRI RR/DLL Report Annual IPT TAKS TELPAS Reading End-of-year report cards Spring Benchmarks</p>
<p>13</p> <p>Required</p> <p>Local</p>	<p>Develop, monitor and evaluate campus volunteer/ partnership programs that include: -recruitment -training/support -recognition of volunteers/partnerships</p>	<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	<p>Principal Assist. Prin. Campus Partnerships Liaison Campus Volunteer Liaison School Improvement Specialists</p>	<p>Vol./Partnership Office Vol. Partners/Partnerships SASI Vol. Partnership Database</p>	<p>*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</p>	<p>End-of year increase in # of volunteers/partnerships from '09-'10 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)</p>
<p>14</p> <p>Required</p> <p>Federal</p>	<p>(Title II,A&D) Provide professional development to, CIT, teachers and administrators that increases knowledge and skills related to Instructional strategies to meet needs of diverse student's population. * New teacher mentoring * One way dual language training * Modeling of lessons for whole group and small group instruction * Staff development on poverty issues and parental involvement strategies * Vertical team meetings between Lion Lane and receiving campuses * Co-Teaching of students with disabilities * Differentiating instruction by use of small group instruction</p>	<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	<p>Principal Assistant Principal Team leaders School Improvement Spec. Intervention Specialists</p>	<p>Content Area Directors</p>	<p>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</p>	<p>Implementation Survey Teacher Survey Teacher Appraisals Student Survey End of year ObsS,DRA/EDL, /QRI,Report card TAKS</p>

15	Required	<p>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.</p> <p>Staff development trainings offered twice weekly on campus to professionals. Information on district/non-district staff development opportunities shared with staff. Book studies offered annually to improve literacy teaching strategies.</p> <p>Staff development opportunities offered twice weekly to paraprofessionals on small group literacy instruction strategies.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Assistant Principal School Improvement Spec. Intervention Specialists	Curriculum Directors DDI trained teachers	Calendar Spring Edmin Reports Lesson Plans Appraisals Walk-thru documentation per semester	Fall and Monthly Weekly Fall and Spring	End of Year PDLC Reports Summative Evaluations
			Local					

16	Required	<p>(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.</p> <p>Pairing of new teachers/non-certified ACP teachers with mentoring teacher. Mentors and mentee's meet weekly to review instructional strategies. Weekly planning with team leaders</p>	<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 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
			Federal				

17	Required	<p>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.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input 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- Update Website- Spring 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	Principal Assistant Principal Parent Involvement Comm. CIT Instructional Leadership Team Leadership Team	Ext. Funding/Compl.Dept. PTA Fund	Agendas, Sign-Ins, Minutes per planning meeting Calendar, Agenda, Sign- Ins per training session	Training evaluation Parent evaluation or survey
	Federal	Staff development training issues related to poverty. Training on how best to utilize parent volunteers to assist in the classroom. Involve members of CIT in planning focus for parental involvement staff development.	<input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP			

18 Required	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
	State					

19	Required	PreK and K teachers develop transition strategies, and school provides Kindergarten orientation at different times and in a variety of settings to increase the number of parents participating and sharing transition strategies.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> T	Principal & Asst. Prin.	PreK School Director PreK. and Kinder teachers	·Identify K 09/10 students Spr 09 ·Identify feeder PreK & HS sts Spr 09 ·Round-Up Flyer by April 09	·Evaluation of transition strategies/ progress PreK -1 ·Round-Up Sign In ·Round-Up Parent Evaluation ·Spring Update Website
		Federal	District PK-K teacher colleague visits to align curriculum Parent notification PK-K teacher visits to observe classrooms Transition visits from Pre-K to Kinder Kinder-PK round ups Kinder-PK parent orientations. Meeting hosted with KDG teachers from receiving schools to work on vertical alignment. Send notices to parents regarding KDG round ups and orientations hosted by receiving campuses. PK-K teachers visit alternate campuses to gain information on vertical alignment and transitioning strategies. Students to make transitions visits to receiving campus.	<input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP			

20	Required	(Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:	<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 Region IV G/T Dir. 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.
		Slate	Inform professionals of district/non-district hosted staff development opportunities on serving gifted/talented populations.				

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 Sp	Lesson Plans Report Cards Curriculum outlines Benchmarks	weekly 9 weeks quarterly 9 weeks	End of year report cards TAKS scores District or campus evaluation surveys
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22	(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. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.	<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	G/T Screening Proc. Manual TX State GT Educ. Plan Dir. Adv.Acad.Studies District Personnel Parents/Teachers/Staff G/T program descriptors	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 Parent participation Sign-in sheets
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23	Review and revisit both the Home/School Compact and Parental Involvement Policy -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 CIT will review and revise home/school compact and parental involvement policy at first meeting. Parents will be offered opportunity for input at general meeting and will welcome with coffee. Home/School compact to be sent home/returned following review and revision. Compact to be stored in Title I portfolio.	<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	Ext. Funding/Compliance Department	Flyers Agendas Sign- in sheets Minutes, Parent Comments Signed Compact	Final Revised Compact Signed Compacts Compact usage data
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24	Increase parent attendance at Title I Annual meeting to share:	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS	Principal AP Title I Contact	Ext. Funding/Compliance Department	Flyers Agendas Sign- in sheets Minutes, Parent Comments Signed Compact	# of parents attending Parent evaluation or survey
Required	·standards and goals ·parents' rights' ·curriculum ·school report card ·Title I participation	<input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI				
Federal	·Offer a flexible number of meetings. Inform parents of Title I meetings at * Student orientation * School newsletter * Student made invitation * Weekly folders Title I meetings offered * Student orientation * Fall open house * Welcome coffee * Spring open house	<input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP				