

Student Performance

Campus Goal: Our goal is to remain an Exemplary Campus.

Campus Objective: To engage all students in rigorous Pre-AP curriculum and support academically-challenged students through a variety of interventions to meet the needs of all learners so that we increase our Commended Performance levels for all TAKS tests by 3% and increase our percentage of "4s" on Writing TAKS by 10% while maintaining 90% passing rates for all tests.

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>
<p>1 Language Arts/Social Studies</p> <p>Increase student performance through the following:</p> <p>*Bimonthly team meetings to discuss student performance, expectations and interventions</p> <p>*Teacher participation in writing workshops, particularly New Jersey Writing</p> <p>*Increase classroom libraries through the addition of novels purchased through the A+ Grant</p> <p>*Purchase materials to support instruction such as trade books, writing portfolios, blank books, binding equipment, etc. as needed</p> <p>*Utilize/refine Pre-AP strategies in classes</p> <p>*Refine reading and writing acceleration classes for students in need of additional support</p> <p>(continued)</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	Principal/Asst. Principal Department Chairmen/Team Leaders School Improvement Specialist	Core administrator LA Cadre LA Website 199.11.6391: \$100 211.11.6398: \$3700 211.11.6391: \$3500	-Teacher Appraisal Goals first of year -Lesson Plans weekly -Team meeting minutes weekly -Walkthroughs per semester -Benchmarks Nov, Feb Cathy Wogan attended New Jersey Writing - July 2008 Mark Plunkett distributed novels for classroom libraries to teachers - Summer 2008	-Implementation Survey -Teacher Survey -Teacher Appraisals -Student Survey -TAKS

1	<p>(continued) Language Arts/Social Studies *incorporate the use of the ACTIVboard into the LA/SS classrooms *vertically and horizontally align writing (grammar, structure, spelling) expectations *increase the ratio of computers to students for seamless integration of technology *Continue implementation of History Alive and purchase supplemental materials: kits, books, and blank notebooks for the Interactive Notebooks</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	Principal/Asst. Principal Department Chairmen/Team Leaders School Improvement Specialist	Core administrator LA Cadre LA Website 199.11.6391: \$100 211.11.6398: \$3700 211.11.6391: \$3500	Teacher Appraisal Goals first of year ·Lesson Plans weekly ·Team meeting minutes weekly ·Walkthroughs per semester ·Benchmarks Nov, Feb Cathy Wogan attended New Jersey Writing - July 2008 Mark Plunkett distributed novels for classroom libraries to teachers - Summer 2008	-Implementation Survey ·Teacher Survey ·Teacher Appraisals ·Student Survey ·TAKS
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2	<p>Math/Science Increase student performance through the following: *utilize Pre-AP strategies in classrooms *utilize supplemental materials to develop algebraic concepts *utilize real world applications to increase understanding * refine math acceleration classes to address student needs *encourage teacher participation in Rice University summer math courses *purchase additional resources as needed (continued)</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Department Chairmen/Team Leaders School Improvement Specialists	Core administrator 199.11.6391: \$100.00 211.11.6398: \$3200 211.11.6391: \$4500	Teacher Appraisal Goals first of year ·Lesson Plans weekly ·Team meeting minutes weekly ·Walkthroughs per semester ·Benchmarks Oct, Feb	-Implementation Survey ·Teacher Survey ·Teacher Appraisals ·Student Survey ·TAKS -Spring Benchmarks
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2	(continued) Math/Science *incorporate the use of the Elmo into the math/science classroom *Adjust & refine a scope and sequence for the science curriculum *utilize supplemental materials to develop key concepts *integrate portions of the health TEKS into the science curriculum *incorporate the use of the ACTIVboard into the math/science classroom *develop an after school math/science tutorial	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Department Chairmen/Team Leaders School Improvement Specialists	Core administrator 199.11.6391: \$100.00 211.11.6398: \$3200 211.11.6391: \$4500	Teacher Appraisal Goals first of year Lesson Plans weekly Team meeting minutes weekly Walkthroughs per semester Benchmarks Oct, Feb	Implementation Survey Teacher Survey Teacher Appraisals Student Survey TAKS Spring Benchmarks
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3	Provide additional training, planning days and book studies for staff beginning June 2008 on: *DDI/effective first instruction *Pre-AP strategies *differentiation *practices for student success *Developmental Assets *classroom management Provide opportunities for teachers to attend conferences.	<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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Asst. Principal	199.23.6391: \$1000 (books, supplies) 199.11.6411: \$4800 (subs)	Planning days discuss and set on 9/21/07 LIPS Volunteers Lesson Plans weekly Agendas, Sign-Ins per session Walkthroughs	TAKS Staff survey STARS Awards & Honor Roll
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4	Enrich and expand curriculum through study trips aligned to the TEKS	<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 checked="" type="checkbox"/> CSP	Principal Asst. Principal Teachers	PTA: \$9000	Lesson Plans weekly Benchmarks Nov, Feb	Teacher Survey Student Survey TAKS Feb, April
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5	Refine our after school program designed to assist students (Learning Lab)	<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 Intervention Specialist Teachers	211.11.6116: \$4500 211.11.6494: \$4800	report cards progress reports attendance completed assignments Implement by Sept 07 Monitor weekly Evaluate April	report cards TAKS reports teacher survey student survey parent survey
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6	Develop and implement a 6th grade organizational program designed to improve the work habits and organizational habits of students	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Asst. Principal		report cards progress reports completed assignments	Increase of overall student averages on report cards Fewer "N's" for missing assignments
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7	Explore all possible high school credit courses that could be offered for all interested 8th 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	Principal Counselor Health Teacher	District curriculum District administrator	SASI records Lesson Plans	Student report cards
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Offer a health enrichment CESIT for 6th 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	Principal Counselor CESIT Coordinator Teachers	District curriculum 199.11.6391: \$525	classes in SASI	report cards attendance records
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Student Performance

Campus Goal: Our goal is to expand our college focus for all students.

Campus Objective: To continue our Pre-AP focus, promote college for all students, and provide opportunities for CSA students to interact with role models from the community so that CSA students set college as a goal as measured through responses on our student survey in the spring.

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 Offer Career Education Awareness for students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Counselor		Study trip to Guthrie Center- Scheduled Brochures available	8th Graders Course Selections for 9th CATE courses

2	Participate in the Texas Scholar program in 8th grade. Investigate speakers for college bound related topics	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Asst. Principal Counselor	HF Coordinator	date set speakers identified	event held
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3	Visit college campuses: 6th grade - U of H 7th grade - Sam Houston State University 8th grade - Texas A&M	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Asst. Principal Counselor Team Leaders	Rebecca Fuchs 199.11.6494: \$3000	Contacts made Trips scheduled	student surveys
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Student Performance

Campus Goal: Our goal is to support the social and emotional needs of our students.

Campus Objective: To continue our focus on meeting our students' emotional and social needs through a variety of programs so that our students acquire the skills to successfully develop their relationships with others and become responsible decision-makers as measured through responses on our student survey in the spring.

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 Refine an advisory period: *continue schedule to accommodate an advisory period one day a week *refine curriculum for advisory period which includes specific lessons tied to the 40 Developmental Assets *train teachers to deliver strategies, lessons, 40 Developmental Assets,	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Asst. Principal Counselor Advisory Coordinator Campus CARE team	Parent Portal SCE: \$1100	Attendance records/6 weeks report cards Monitoring of lessons and activities/ weekly Parent Portal "hits"/6 weeks Reflections on Developmental Assets/monthly	Student Survey report cards student surveys

2

Develop/select a Character Education program (practices) that meets established district criteria for social and emotional learning.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Asst. Principal Counselor CARE Team	40 Developmental Assets materials District administrators SCE: \$1307	CARE Team meeting minutes	April 2008-activities ready for 2008-09 CIP
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Student Performance

Campus Goal: Our goal is to educate and support the "whole" child.

Campus Objective: To continue to provide a variety of opportunities for our students through our CESIT program, intramurals, team sports, and artistic endeavors so that CSA students are provided ways to develop their special interests and talents as measured through responses on our student survey in the spring.

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 Improve quality of CESIT offerings through the creation of a CESIT committee to review and evaluate quality of outline.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Asst. Principal CESIT Coordinator	Staff	6 weeks offerings each 6 weeks Committee formed Sept 07 Meet every 6 weeks	Parent Survey Staff Survey Student Survey master schedule website posting

2

Explore the possibilities of after-school intramurals	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS	Principal Asst. Principal Student Council Sponsor	Student Council 211.11.6391: \$1000	events scheduled rosters pictures	student surveys
Explore the possibilities of after-school clubs	<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				

Safety

Campus Goal: Our goal is to strengthen our campus safety.

Campus Objective: To promote safety and respect among all staff and students so that CSA staff and students feel safe throughout the school day as measured through responses on our surveys in the spring.

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 Refine the anti-bully program:	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Anti-Bully Coordinator	SCE: \$500	lessons monthly # of bully incidents each 6 weeks	Student Surveys

2	Refine our campus discipline policies and procedures: *Conduct on-line book study on Setting Limits in the Classroom *Create campus Discipline Task Force *Develop new office referral form	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Asst. Principal Discipline Task Force	199.11.6391: \$100	Completion of book study and development of forms and policies
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3	Provide gang awareness program for students and teachers.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Victor Gonzalez	Title IV	Assembly data	decrease in gang related activities among students
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Operations

Campus Goal: Our goal is to effectively and responsibly manage our resources.

Campus Objective: To continue to creatively seek resources and manage existing resources responsibly so that CSA effectively provides opportunities for all students to achieve as measured by our ability to sustain our exemplary rating.

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 Send out flyers and letters promoting our campus to the neighborhood	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Asst. Principal Leadership Coordinator	199.23.6391: \$100	flyers bailout ad in paper	

Community

Campus Goal: Our goal is to increase parent and community involvement.

Campus Objective: To continue to provide a variety of opportunities for our parents and community members to become involved in the lives of our students so that our students benefit from their expertise and interest.

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 Improve communication between school & community through the following activities *Parent Portal *IGPro weekly progress reports *publication of six weeks newsletter *further website development-content management system *increase participation in E-Flash *Community 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	Principal Asst. Principal Dept. Chairs / Team leaders School Improvement Specialists	199.11.6391: \$100	Agendas, Sign-Ins per training Website requests	Teacher Appraisals Student Survey TAKS Other program assessment data Parent Survey # of hit of website

2	Expand current CESIT (Career Exploration, Specialized Interests and Talents) program to offer additional courses by the creation of course outlines/syllabi, actively marketing the community for volunteers, and volunteer trainings.	<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 CESIT Coordinator CESIT Committee	Community Volunteers PTA: \$4000	Master schedule every 6 weeks # of records in CESIT database	Spring survey
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3	Provide transition support and delineate rigorous curriculum (and high expectations) through individual family conferences	<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	staff 211.11.6116 - \$5000	# of conferences fall report card 1st and 2nd 6 weeks	parent survey 6th grade report cards end of year
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People

Campus Goal: Our goal is to continue to recruit highly-qualified teachers and promote continued growth to build capacity.

Campus Objective: To provide the best opportunities for our students through the hiring and development of our teachers as measured by our ability to sustain our exemplary rating.

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 Participate in District 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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal	Job Fair	Participation District job fair surveys One in the fall and one in the spring	Job Fair June 2009

2

Continue to further develop our website to attract potential applicants.	<input type="checkbox"/> CNA	Asst. Principal
	<input type="checkbox"/> SRS	Staff
	<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	

Updated website	Number of highly qualified applicants
Monitored each six weeks	June 2009

3

Develop and implement a teacher recognition program	<input type="checkbox"/> CNA	Principal
	<input type="checkbox"/> SRS	Asst. Principal
	<input type="checkbox"/> QS	Counselor
	<input type="checkbox"/> PD	PTA liaison
	<input type="checkbox"/> PI	
	<input type="checkbox"/> T	
	<input type="checkbox"/> TDA	
	<input type="checkbox"/> MTA	
	<input type="checkbox"/> AQT	
	<input type="checkbox"/> CSP	

Teacher surveys	Increased teacher retention
Monitored each six weeks	June 2009

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 Local (Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a)challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the Texas Assessment of Knowledge and Skills (TAKS).	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal& Asst. 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

2	(Safe & Drug Free Schools) Integrate violence prevention lessons including Bullying Prevention and Tobacco Alcohol and Other Drugs (TAOD) prevention lessons in academic subject areas and/or student assistance programs/mentoring and daily school wide morning television broadcasts	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	Title IV § 553 _____ SDFSC Staff Reg. IV Tobacco Prev. Spec Community Professionals	Parent and Student Referrals & teacher referrals Monthly Lesson Plans Weekly	PEIMS 425 Incident Report Yearly analysis of Prof. Dev. Evaluations Yearly analysis of Staff Survey
		Required	Federal			

3	(SPECIAL EDUCATION) Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Spec. Ed. Campus Support Staff	Campus LRE ratio per grading period Spec. Ed. Admin. Team	Log tracking per log entries required LRE campus ratio	LRE campus ratio annual report
		Required	Federal			

4	Examine the Campus State Developed Assessment (SDAA) reports with respect to the percentage of students achieving their SDAA Instructional and Achievement levels (as per ARD committee recommendation)	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Campus Administration Diagnostician Spec. Ed. Campus Support Staff	ARD process Spec. Ed. Admin. Team Account./Research Dept.	Initial Benchmarking, where applicable Fall Special Education meeting agendas- per meeting	Annual analysis of Campus State Developed Assessment (SDAA) reports with respect to the percentage of students achieving their SDAA Instructional and Achievement levels (as per ARD committee recommendation)
		Required	Federal			

5	<p>Train all special education staff, building administrators, and counselors on timeline requirements and staff compliance.</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Speech Path., Diag., Diag. Teacher, Counselors Campus Administration</p>	<p>STAT Referral Action Plans & documentation Educaid Report Spec. Ed. Admin. Team</p>	<p>Meeting agenda per meeting Compilation of reports and Child Find Info. Logs with summary of timeline issues monthly</p>	<p>Analysis of annual appraisal report for baseline in referrals and corresponding "hit rate," i.e., compare 2003-2004 and 2004-2005 changes</p>
Required						
Federal						

6	<p>(Title II,A&D) Provide professional development that increases knowledge and skills related to * vertical alignment *scientifically-based research programs *instructional strategies to meet the needs of diverse student populations *integration of technology into curricula and instruction for improving teaching, learning, and technology literacy *TAKS testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and /or math. *This includes opportunities for teachers to be coached, attend sustained trainings/ in-services/ workshops and/or conferences together with structured follow up.</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>Principal Assistant Principal Team leaders School Improvement Spec. Intervention Specialists</p>	<p>Title II A Title II D 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>
Required						
Federal						

7	<p>(Title II,A&D) The CIT, teachers and administrators will complete prof. dev. in clearly defined focus areas to meet No Child Left Behind (NCLB), District and campus goals and participate in campus and district prof. dev. survey accountability training.</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>Principal Assistant Principal Team Leaders School Improvement Spec. Intervention Specialists</p>	<p>Title II A Title II D Content Area Directors</p>	<p>Prof. dev. documentation - per training Campus surveys- Spring District surveys - Spring</p>	<p>Summative appraisals Results of surveys Staff Survey</p>
Required						
Federal						

8	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 type="checkbox"/> CNA	Principal Assistant Principal Parent Involvement Comm. CIT Instructional Leadership Team	Ext. Funding/Compl. Dept.	Agendas, Sign-Ins, Minutes per planning meeting Calendar, Agenda, Sign- Ins per training session	Training evaluation Parent evaluation or survey	
			<input type="checkbox"/> SRS					<input type="checkbox"/> QS
Federal								

9	Required	(Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Curriculum and instruction for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.	<input type="checkbox"/> CNA	Principal Assistant Principal G/T Administrator School Improvement Specialists Counselors GT Liaison	G/T Consultants Region IV G/T Dir. Houston Area Coop on G/T	Certificates of Attendance for G/T per session G/T Prof Dev. Sign-in per session Teacher walkthrough observations per each walkthrough	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.	
			<input type="checkbox"/> SRS					<input type="checkbox"/> QS
State								

10	Required	Develop, monitor and evaluate campus volunteer/ partnership programs that include: -recruitment -training/support -recognition of volunteers/partnerships	<input 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 '05-'06 -End-of-year increase in # of hours of volunteers -Satisfaction survey of teachers and volunteer/partnership representatives and evaluation of volunteer/partnership programs (tied, where applicable to campus / district survey	
			<input type="checkbox"/> SRS					<input type="checkbox"/> QS
Local								

11	(Safe & Drug Free Schools) Provide professional development based on level of expertise and need in the following areas: a) Bullying Prevention b) Violence/conflict resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Prevention Curriculum training f) No Place For Hate	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	SDFSC Asst. Admin. Region IV Community Professionals Anti-Defamation League	Calendar of Inservice Dates Fall & 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						
Federal						

12	Promote parent and community involvement in TAOD and violence prevention programs/activities.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal	SDFS Staff Local Law Enforce. Off. Community Professionals	Agendas, Sign-Ins per training Training Evaluations per training	Participant Rosters Program Calendar Parent Evaluations Surveys
Required						
Federal						

13	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal & Asst. Prin. School Improvement Spec. Intervention Specialists Mentors Team Leaders	Title II A Mentoring-HR Dept. No Child Left Behind	Team Meeting Minutes per meeting Campus Mentor's Log weekly Campus meetings minutes- monthly Dist. Mentor/Mentee Calendar Fall/Spring	End-of-Year Mentor/Mentee Survey and/or Reflections
Required						
Federal						

14 Required Federal	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	Principal Assist. Prin. Instructional Leadership Team Team Leaders Technology Team Classroom Teachers	School Improvement Spec. Human Resources No Child Left Behind	Job Fairs- Update Website-	Spring Fall/Spring	Applications submitted Personnel Roster	
		<input checked="" type="checkbox"/> QS						<input type="checkbox"/> SRS

15 Required Local	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	Calendar Edmin Reports Lesson Plans Appraisals Walk-thru documentation per semester	Fall and Spring Monthly Weekly Fall and Spring	End of Year PDLC Reports Summative Evaluations	
		<input checked="" type="checkbox"/> QS						<input checked="" type="checkbox"/> PD

16 Required State	(Gifted and Talented) In collaboration with specialist in content areas, implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.	<input type="checkbox"/> CNA	Principal Assist. Prin. School Improvement Specialists Classroom Teachers GT Liaison Counselors	Dir. of Adv.Acad, Studies Teachers School Improvement Spec. GT Liaison	Lesson Plans Report Cards Curriculum outlines Benchmarks	weekly 6 or 9 weeks quarterly 9 weeks	End of year report cards TAKS scores District or campus evaluation surveys	
		<input type="checkbox"/> SRS						<input type="checkbox"/> QS

17	(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.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Prin. Counselor	G/T Screening Proc. Manual TX State GT Educ. Plan Dir. Adv.Acad.Studies District Personnel Parents/Teachers/Staff	Student nominations- per district GT calendar G/T participation rosters- per semester Ethnicity reports- per semester Screening results per Dist. calendar	Student nominations per district GT calendar G/T participation rosters per semester Ethnicity reports per semester Screening results per district calendar
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18	(State Comp. Ed.) Utilize specialist(s) to assist with supplemental At-Risk services in the content areas: *Language Arts *Math *Science *Social Studies *Other includes: ESOL support, Reading Interventions specialist	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principals School Improvement Specialists	2 SEC Ft.'s Title III	Obs. S., DRA/EDL,QRI- Fall & md yr. Released TAKS Fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic	End-of-Year ObsS.,DRA/ EDL,QRI ERR/DLL Report Annual AQT TAKS RPTE End-of-year report cards Spring Benchmarks
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19	Identify at risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEAP students) Materials include: manipulative, literacy materials, TAKS support, bilingual material After-school tutorials Summer School Computer assisted instruction includes: Compass, Plato, Larcenies Math, Fast Math	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Team Leader School Improvement Specialists Intervention Specialists	SEC § 1580 211.61.6219: \$800 Title III	Obs. S., DRA/EDL,QRI- Fall & md yr. Released TAKS Fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic Identify At-Risk students Fall	End-of-Year ObsS.,DRA/ EDL,QRI ERR/DLL Report Annual AQT TAKS RPTE End-of-year report cards Spring Benchmarks
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20	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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SIBS School Age Parent Program Staff Campus Principal Campus nurse CIS SES 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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21	Conduct annual program evaluation (CAT, state compared, G/T, LEAP, Safe & Drug-Free schools) utilizing student performance data derived from special populations for the purpose of program review and revision.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	C & I Division Content/Program Directors Campus Principal	SEC Ft.'s (list staffing and funding)	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data
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22	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	<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	Principal Parental Involvement Comm. CIT Title I Contact	Ext. Funding/Compliance Department	Flyers, Agendas, Sign- ins per meeting Minutes, Parent Comments Final revised Compete Fall Signed Compact Fall	Final Revised Compact End Compacts Compact usage data
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<p>23</p> <p>Required</p> <p>Federal</p>	<p>Increase parent attendance at Title I Annual meeting to share: standards and goals</p> <p>'Parent' rights' curriculum</p> <p>school report card</p> <p>Title I participation</p> <p>Offer a flexible number of meetings.</p>	<p><input type="checkbox"/> CNA</p> <p><input type="checkbox"/> SRS</p> <p><input type="checkbox"/> QS</p> <p><input type="checkbox"/> PD</p> <p><input checked="" type="checkbox"/> PI</p> <p><input type="checkbox"/> T</p> <p><input type="checkbox"/> TDA</p> <p><input type="checkbox"/> MTA</p> <p><input type="checkbox"/> AQT</p> <p><input type="checkbox"/> CSP</p>	<p>Principal AP</p> <p>Title I Contact</p>	<p>Ext. Funding/Compliance Department</p>	<p>Flyers, Agendas, Sign-Ins per meeting</p> <p>Minutes, Parent Comments per meeting</p>	<p># of parents attending</p> <p>Parent evaluation or survey</p>
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