

Student Performance

Campus Goal: Our goal is to return to Exemplary.

Campus Objective: Cedar Brook student performance will achieve exemplary levels in all grades and subjects.

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	<p>The book study will continue more in depth for the 2008-09 school year. A plan will be created by the leadership team to monitor and evaluate students' improvement in Reading comprehension and fluency and the use of effective reading strategies across content areas.</p> <p>Prior to Stephanie Harvey visit, teachers will participate in campus refresher training. New teachers will be provided a copy of <u>Strategies that Work</u> and work with their mentors in discussing questions from CBE's discussion board.</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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal School Improvement Specialist for Language Arts Teachers	Title 1	Team planning agendas Discussion Board Lesson Plans weekly Walk-through documentation fall & spring	Mid-year and EOY DRA TAKS RPTE End-of-year report cards Spring Benchmark Reading TAKS
2	<p>Schedule author, Stephanie Harvey, of <u>Strategies that Work</u> on a fall and spring date to demonstrate and work with our classroom teacher on effective Reading strategies.</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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Director of Language Arts School Improvement Specialists for Language Arts	PTA Contribution Fund General Fund	Team planning agendas Lesson Plans weekly Walk-through documentation fall & spring	Mid-year and EOY DRA TAKS RPTE End-of-year report cards Spring Benchmark Reading TAKS

3 Required	Conduct annual program evaluation (CATE, state comp-ed, G/T, LEP, Safe & Drug-Free schools) utilizing student performance data derived from special populations for the purpose of program review and revision.	<input type="checkbox"/> 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	C & I Division Content/Program Directors Campus Principal	___3641___ SCE FTE's (list staffing and funding)	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data
4 Required	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.	<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 checked="" type="checkbox"/> TDA <input checked="" 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	Running records Miscue analysis Reading inventory	Spring DRA Evaluation Running records
5 Required	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.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" 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	Campus principal Campus school improvement specialists Campus intervention support staff	Dept. of Assessment and Accountability	accelerated instruction plan, benchmark/released TAKS data, service logs, progress reports, report cards, conference records	Spring district/state assessment data, promotion/retention data, report cards.
6 Required Federal	(SPECIAL EDUCATION) - Monitor LRE ratio. - Develop campus capacity to support inclusive programming for students with disabilities. - Increase percent of special education students included in general education classes - Include special education students in after-school tutorials and Saturday camps - 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

7	Examine the campus reports with respect to the percentage of students achieving their 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 State Assessment reports with respect to the percentage of students achieving their Instructional and Achievement levels (as per ARD committee recommendation)
Required						
Federal						

8	Train all special education staff, building administrators, and counselors on timeline requirements and staff compliance. -Provide training and refresher training to general and special education teachers about co-teach model. -Effect schedules for special education teachers to ensure participation in block-planning meetings	<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 Path., Diag., Diag. Teacher, Counselors Campus Administration School Improvement Specialists	STAT Referral Action Plans & documentation Educaid Report Spec. Ed. Admin. Team	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"
Required						
Federal						

9	Continue the implementation of the CBE dual language program. Campus coordinator will hold bi-semester meetings with the DL staff to ensure alignment of pedagogy and protocol. Curriculum delivery and implementation to include increased enhancement of English Language Development.	<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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Principals Campus Coordinator for Dual Language Classroom Teachers Bilingual/ESL Dept.	\$1000 stipend to be paid to Campus Coordinator for Dual Language Summer 07 Curriculum and August inservice	Staff development logs Meeting sign-in sheets Weekly lesson plans Walkthroughs by principals and DL coordinator	Student performance data (DRA/OS, benchmark, IPT, TAKS, TELPAS)
Required						
Federal						

10	(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	<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 Assistant Principal Team Leaders School Improvement Spec. Intervention Specialists	Title II A Title II D Content Area Directors	Prof. dev. documentation - per training Campus surveys- Spring District surveys - Spring	Summative appraisals Results of surveys Staff Survey
Required						
Federal						

11 Required	PK 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 checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T	Principal & Asst. Princ.	PreK School Director PreK. and Kinder teachers	Identify K 07/08 students Spr 08 Identify feeder PK & HS sts Spr 08 Round-Up Flyer by April 08	Evaluation of transition strategies/ progress PK -1 Round-Up Sign In Round-Up Parent Evaluation Spring Update Website
	Federal	PreK team will schedule visits to PreK center to align best practices and to assist transition needs	<input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP			

12 Required	Teachers/Administrators/Staff will 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 that involves small group instruction and technology integration.	<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 Assistant Principal School Improvement Spec. Intervention Specialists	Curriculum Directors DDI trained teachers	Calendar Fall and Spring Edmin Reports Monthly Lesson Plans Weekly Appraisals Fall and Spring Walk-thru documentation per semester	End of Year PDLC Reports Summative Evaluations
	Local					

13 Required	(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 <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 Assist. Princ School Improvement Specialists Classroom Teachers GT Liaison Counselors	Dir. of Adv.Acad, Studies Teachers School Improvement Spec. GT Liaison	Lesson Plans weekly Report Cards 6 or 9 weeks Curriculum outlines quarterly Benchmarks 9 weeks	End of year report cards TAKS scores District or campus evaluation surveys
	State					

14 Required	(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.	<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. Princ Counselor GT Liaison	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
	State					

15 Required	(State Comp. Ed.) Utilize specialist(s) to assist with supplemental At-Risk services in the content areas: *Language Arts *Math *Science *Social Studies *AIMS training for Math/Science across grade levels *Other includes: ESOL support, Reading Intervention specialist, Health/Science Intervention Specialist	<input checked="" type="checkbox"/> CNA	Principals School Improvement Specialists Region IV	2 SCE FTE's Title I Title III AMI 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 Campus Wed. staff development days/throughout year	End-of-Year Obs.S.,DRA/EDL,QRI RR/DLL Report Annual IPT TAKS RPTE End-of-year report cards Spring Benchmarks		
		<input type="checkbox"/> SRS					<input checked="" type="checkbox"/> QS	<input type="checkbox"/> PD

16 Required	Identify at risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, TAKS support, bilingual material After-school tutorials Summer School Computer assisted instruction includes: Compass, Plato, Larsens Math, Fast Math Training on TOP reading, listening, speaking Training's on grading TOP writing Training's on ESL strategies and GLAD	<input type="checkbox"/> CNA	Principal Assistant Principal Team Leader School Improvement Specialists Intervention Specialists Bilingual/ESL Dept.	SCE \$ 3,641 Title III Materials from GLAD trainers	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 Oct/Nov	End-of-Year Obs.S.,DRA/EDL,QRI RR/DLL Report Annual IPT TAKS RPTE End-of-year report cards Spring Benchmarks		
		<input type="checkbox"/> SRS					<input checked="" type="checkbox"/> QS	<input checked="" type="checkbox"/> PD

Student Performance

Campus Goal: Our goal is to prepare Cedar Brook students to be independent, successful citizens of the 21st Century

Campus Objective: Students will be provided an opportunity to identify and experience positive adult role models through a Career Day and partnership with Junior Achievement and Capital One.

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 Ist- 5th grade classroom teachers will partner with Junior Achievement and Capital One to provide students an opportunity to experience a day of real-world experiences presented by various business/career personnel during the spring semester.	<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 School counselor Classroom teachers in grades K-5	District Volunteer Administrator	Sign-in sheets fall & spring	Student survey Staff survey
2 Career Day to showcase adult positive role models	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Communities in Schools School Guidance Counselor School administration Teachers in grade 1	Parents Community Members	Sign-in sheets Discipline data	TAKS and other summative performance data PEIMS discipline data

Student Performance

Campus Goal: Cedar Brook will foster an asset-rich environment.

Campus Objective: Continue implementation of TRIBES and a character education program to include Developmental Assets.

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 continue to increase the number of TRIBES-trained teachers and administrators on the campus. We will solicit one or more CBE teachers to become TRIBES trainers so that refresher courses may be offered during the school year. -Tribes/SEL Cadre added to CIP cadres and will coordinate schedule for monthly sharing of TRIBES strategies at faculty meetings.	<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 TRIBES administrator TRIBES CIT cadre	District training	Student and teacher referrals Lesson plans Faculty Mtg. agendas TRIBES cadre notebook documentation	CIT minutes Yearly analysis of staff, student and parent surveys
2	Train all new staff in the asset framework and identify strategies to make environment more conducive to asset building. Continue enrichment class called Making Choices as part of PAWS that will involve "asset-building" for students in grades 2-5 during the spring semester.	<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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SEL team Assistant Principal Teachers	SDFSC Staff SDFSC Staff	Parent, student, and teacher referrals Monthly Training evaluations Teacher referrals	PEIMS 425 Incident Report Yearly analysis of staff, student, and parent surveys PEIMS 425 Incident Report Yearly analysis of staff, student and parent surveys

Student Performance

Campus Goal: Cedar Brook students will be offered a wide range of activities outside the classroom that will assist a well-rounded experience.

Campus Objective: Continue to provide an array of enrichment and remediation opportunities that align with student interest and social, emotional learning needs.

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

	<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1	Continue 21st Century after school program (PAWS) to accelerate/remediate student achievement and to provide students opportunities to participate in after-school enrichment activities of interest.	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Instructional Leadership Team PAWS site coordinators	21st Century \$ <u>106,450.</u> for fall '08 and spring '09	PAWS Lesson Plans	End of year state and district student performance data
2	Continue study trips that are aligned with one or more of the four (4) core content areas that represent an extension of the learning in the classroom.	<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 Classroom Teachers	General Funds/ Title 1	Lesson Plans Study trip lists to principal	Student, teacher, parent surveys

Safety

Campus Goal: Cedar Brook will be a safe, secure place in which to learn and work.

Campus Objective: Cedar Brook will continue to employ anti-bullying, anti-gang, and TAOD prevention strategies to ensure a safe and secure place for students and 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	(Safe and Drug Free Schools) Integrate violence prevention lessons including Bullying and Tobacco and Other Drugs (TAOD) prevention lessons in academic subject areas and/or student assistance programs/mentoring and daily school-wide morning television broadcasts To build acceptance and empathy among students, CBE will continue the ADL program "No Place for Hate."	<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 type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Assistant Principal Counselor	Title IV _____ SDFSC Staff Reg. IV Tobacco Prev. Spec Community Professionals Cornerstone Academy (Straight Talk)	Parent, students, and/or teacher referrals Lesson Plans CIT minutes	PEIMS 425 Incident Report Yearly analysis of staff, student and parent surveys
2 Required Federal	(Safe & Drug Free Schools) Implement a character ed. curriculum program to promote a school culture of mutual respect that involves campus training for staff and lessons for students.	<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 type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	Title I SDFSC Coordinator and Staff	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

Operations

Campus Goal: Cedar Brook will maximize available resources for student achievement through strategic planning.

Campus Objective: Maintain student performance at exemplary levels in all grades and subjects.

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 CBE will continue its extended planning schedule to afford classroom teachers 2.5 hours of team planning every six days with administrators and school improvement specialists, to ensure that instruction is aligned with state and district standards for exemplary performance.	<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 Team leaders School Improvement Spec		Benchmarks, Report Card 9 weeks Progress Reports 3 wks before each report card Released TAKS fall Agendas, Sign-Ins& Eval. per training	Implementation Survey Teacher Survey Teacher Appraisals Student Survey End of year ObsS,DRA/EDL, /QRI,Report card TAKS

2
req

<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 training/ in-services/ workshops and/or conferences together with structured follow up and sharing with staff to effect capacity building.</p>	<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>	<p>Principal Assistant Principal Team leaders School Improvement Spec. Intervention Specialists</p>	<p>Title II A Title II D Content Area Directors PTA contributions to staff development funds 2 SCE FTE's Title 1 Intervention Specialists \$87,152.</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>
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Community

Campus Goal: Cedar Brook will continue to create a solid partnership between home, school and community that empowers students to reach academic, social, and emotional success.

Campus Objective: Provide parents opportunities to become knowledgeable about state and district expectations for student performance. Parents will be empowered to assist their children in meeting state and district expectations for academic performance.

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 Fall and Spring grade level TAKS nights to acquaint parents and community members with state and district expectations in math, reading, writing and science.	<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	Principals School Improvement Specialists Campus Improvement Team		Sign-in sheets	TAKS and other end-of-year summative student performance evaluations
2 -Daytime and evening English classes for parents. -Nutrition & Diabetes classes for parents	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Communities in Schools Harris County Department of Education	Title I _____ 211.61.6399.00.124.7.24.0.0 0	Sign-in sheets Parent survey feedback	TELPAS Parent survey feedback

3	<p>Spring Family Math Night to acquaint parents with rigorous campus, district and state expectations for student performance in mathematics.</p> <p>A Health Fitness night will be combined with the Family Math Night as part of our CATCH activities to effect parental involvement.</p>	<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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principals School Improvement Specialist for Mathematics Campus Improvement Team Classroom teachers SEL Team</p>	<p>\$500. Title I 211.61.6399.00.124.9.24.0.0 0</p>	<p>Sign-in sheets Station "punch-cards" Digital photos of parent/student participation</p>	<p>TAKS and other end-of-year summative measures of student mastery in mathematics</p>
4	<p>The technology cadre will sponsor a Family Technology Night to make parents aware of technology that is utilized in the classroom and to show them what is available through the district's Library Resources webpage.</p>	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Campus Technology Cadre Campus Librarian</p>	<p>ACTIV board Title I 500.00 211.61.6399.00.124.7.24.0.0 0</p>	<p>Sign-in sheets Parent survey</p>	<p>"hits" on SBISD Library Resources webpage. Parent Survey</p>
5 Required	<p>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.</p>	<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	<p>Principal Assistant Principal Parent Involvement Comm. CIT Instructional Leadership Team</p>	<p>Ext. Funding/Compl.Dept.</p>	<p>Agendas, Sign-Ins, Minutes per planning meeting Calendar, Agenda, Sign- Ins per training session</p>	<p>Training evaluation Parent evaluation or survey</p>
6 Required	<p>Develop, monitor and evaluate campus volunteer/partnership programs that include: recruitment training/support recognition of volunteers/partnerships</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 type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal Assist. Princ 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 '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)</p>
Local						

7 Required	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	Ext. Funding/Compliance	Flyers, Agendas, Sign- ins	Final Revised Compact
			Parental Involvement Comm. CIT Title I Contact	Department	meeting per Minutes, Parent Comments per meeting Final revised Compat Fall Signed Compact Fall	Signed Compacts Compact usage data
Federal						

8 Required	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	SDFS Staff	Agendas, Sign-Ins per training	Participant Rosters
			Principal	Local Law Enforce. Off. Community Professionals	Training Evaluations per training	Program Calendar Parent Evaluations Surveys
Federal						

9 Required	Increase parent attendance at Title I Annual meeting and parent coffees to share: standards and goals parents' rights' curriculum school report card Title I participation upcoming school events Offer a flexible number of meetings.	<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	Ext. Funding/Compliance	Flyers, Agendas, Sign-Ins	# of parents attending
			AP Title I Contact	Department	per meeting Minutes, Parent Comments per meeting	Parent evaluation or survey
Federal						

People

Campus Goal: Cedar Brook will maintain an exemplary staff of caring professionals that will empower students to reach their academic, social and emotional potential.

Campus Objective: Offer staff development opportunities to staff members on and off campus to align with personal, grade level and campus goals.

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 Annual School Carnival to raise funds for instructional materials, professional development opportunities, and other school improvements.	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Campus Improvement Team PTA Parents Staff Administrators	Parent/Community underwriters PTA	CIT subcommittee minutes	Funds raised Staff development logs Disbursement records
2 Required State (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 <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 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	Certificates of Attendance for G/T per session G/T Prof Dev. Sign-in per session Teacher walk through observations per each 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.

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