

Student Performance

Campus Goal: We will remain an Exemplary Campus through a relevant and rigorous curriculum.

Campus Objective: 1) All tested grade level averages will remain at 90% or above. 2) All commended performance levels will remain at 50% or above.

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	<u>DDI - Designing and Delivering Instruction</u> Continue training as a DDI school. 1. Follow district training plan. 2. Continue to send staff to district and summer training. 3. Continue to address each lesson plan component as needed.	<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	Teachers Principal Asst. Principal LA/SS SIS Math/Sci SIS	·Campus training ·District training ·Staff development session (as needed)	·Calendar of training - yearly ·August 19 - task analysis and modify and adjust	·List of District Trained Teachers ·List of New Teachers attending campus training. ·Staff development notes ·Walk-through notes
2	<u>Language Arts</u> Use reader's workshop in order to meet individual reading needs and provide support and challenge to all readers including at-risk students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Teachers LA/SS SIS Principal Assistant Principal	·Reader's Workshop ·Learning Community ·Dr. Terri Beeler, reading consultant ·Use of selected professional texts	·Lesson plans - weekly ·Classroom observations ·Tri-yearly celebrations of learning ·Benchmarks ·Data analysis meetings	·TAKS Reading Scores ·Grade level DRA scores ·Reader's Workshop Learning Community sign-in ·TAKS spring benchmarks

3	<u>Language Arts</u> Continue supplemental reading opportunities such as: 1. Leveled texts 2. Selected texts 3. Non-fiction texts 4. Accelerated reader texts 5. Texas 2x2 (Kinder & 1st)	<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	Teachers Reading Intervention Specialists LA/SS SIS Librarian Principal Assistant Principal	Grade Level Literacy Libraries Accelerated Reader Program Texas 2x2 texts	Reading response journals Anecdotal notes Reading notebook AR report Texas 2x2 reports	
4	<u>Writing</u> Continue implementation of school-wide writing strategies through writer's workshop.	<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	Teachers LA/SS SIS Assistant Principal Principal	Writer's workshop Learning Community Campus Training District Training Classroom teachers LA SIS Connect & Reflect online Writer's Workshop Katie Wood Ray texts	Lesson Plans Modeled lessons Classroom visits by Ts Tri-yearly celebrations of learning Meetings - all staff Walk-throughs Writing samples	Writing samples Writer's notebooks Anecdotal notes TAKS writing scores End of year programs evaluations (CIP review)
5	<u>Math</u> Continue implementation of school-wide math strategies through math workshop.	<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	Teachers Math/Sci SIS Assistant Principal Principal	Math/Sci SIS Learning Community (Math/Sci/Tech) Teachers	Lesson plans Modeled lessons Classroom visits by Ts Tri-yearly celebrations of learning Walk-throughs Math work samples	Math work samples End of year program evaluation (CIP review) TAKS scores
6	<u>Science</u> Continue implementation of school-wide strategies for science instruction that promote hands-on learning, critical thinking, problem-solving and integration of technology	<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	Teachers Math/Sci SIS Tech Coach Assistant Principal Principal	Learning Community (Math/Sci/Tech) Foss kits AIMS materials District training District portal	Lesson plans Learning Community meeting minutes Walkthroughs	End of unit tests Science journals Science work Benchmarks TAKS

7	<u>Social Studies</u> Continue implementation of school-wide strategies for social studies instruction that include critical thinking and technology integration.	<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	Teachers LA/SS SIS Tech Coach Librarian Assistant Principal Principal	Teachers LA/SS SIS Tech Coach Social Studies portal Historical fiction texts Biz Town curriculum History Alive Junior Achievement	Lesson plans Classroom visits by Ts Modeled lessons Team planning Walkthroughs	End of year evaluation of program (CIP review)
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8	<u>Social Studies</u> 1. Librarian will invest district funded money for SS materials 2. Continue with History Alive program. 3. Schedule fifth grade Exchange City for the month of May to allow instructional focus. 4. Provide more historical fiction books.	<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	Librarian Principal	District funding \$400.00 SS Administrator District supplied substitutes	School-wide needs assessment - Fall Social Studies Lesson Plans - weekly Benchmarks - 9 weeks	Social Studies materials supply order Social Studies grades Spring Benchmarks
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9	<u>Social Studies</u> Continue implementation of school-wide civic projects. Examples include, but not exclusive: recycling campaign car wash benefiting Housman Elementary Walk for Diabetes Backpack drive Stuffed animal drive for TCH Coat drive Book fair donation Pennies for Art Museum drive	<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	Student Council Student Council facilitators Students All staff	Student Council Students Student Council facilitators	Student Council meetings bi-monthly Team Leader meetings	Recipient of SBISD Good Neighbor Award Increase in social awareness (students surveys)
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Student Performance

Campus Goal: We will focus students towards a college education by meeting the diverse needs of our population.

Campus Objective: 1) 100% of classroom teachers will utilize small group differentiated instruction to meet student needs. 2) 100% of sub-populations will score at 90% or above.

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 Use Learning Communities to guide school-wide instructional strategies for literacy, math, science, and technology.	<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	Teachers Principal Assistant Principal LA/SS SIS Librarian Math/Sci SIS Tech Coach	Learning Communities (Reading, Writing, Math/Sci/Tech) visits at FWE Selected professional texts Dr. Terri Beeler - consultant Connect and Reflect - writer's workshop training model	Bimonthly Learning Communities meetings Tri-yearly celebrations of learning meetings	Reading/writing TAKS scores End of year benchmarks Learning Communities sign-in sheets
2 Continue instructional intervention groups for kindergarten through 5th grade.	<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	Teachers LA/SS SIS Math/Sci SIS Intervention Specialist Tiger Strippers	TEKS TAKS objectives Teacher observation Data analysis meetings	Nine-week benchmark data Nine-week intervention lists On-going anecdotal records	TAKS scores End of year DRA levels End of year math samples End of year writing samples

3	Continue to monitor teacher certification in ESOL to achieve 100% school-wide certification so that all classrooms provide appropriate strategies for the inclusion and instruction of LEP 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	Professional Development - district or Region IV	Lesson Plans - weekly Walk-throughs	Benchmarks TAKS
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4	Continue to monitor teacher training in GT to achieve 100% school-wide training so that all classrooms provide appropriate strategies for the instruction of GT 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	Laurie Westphal - GT consultant campus training Professional development - district or Region IV	Lesson plans Walkthroughs Monthly GT staff development session with Westphal Student work samples GT training needed by all staff by 2011 if on contract 2008	Student work samples GT hours earned by staff
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Student Performance

Frostwood Elementary
School

Campus Goal: We will promote the development of strong ethical standards.

Campus Objective: 100% of students will participate in daily character development instruction.

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	<ul style="list-style-type: none"> ·Continue to implement Lifeskills program (character education) in each classroom daily. ·Utilize video announcements to promote Lifeskills in action (students examples). ·Continue to teach guidance lessons to each grade level. 	<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	Teachers Counselor All Staff	·Lifeskills curriculum ·Counselor	·Announcements - daily ·Lesson plans - weekly ·Walkthroughs ·Counselor lessons - monthly	·End of year evaluation (CIP review) ·Student survey responses ·Discipline referral data
2	Continue to implement programs that promote ethical and positive behavioral choices that promote development of the 40 Developmental Assets [Social and Emotional Learning (SEL) initiative]. 1. DARE 2. Red Ribbon Day 3. Counselor guidance lessons 4. Character education assemblies 5. Tigers Pause for P.A.W.S. - Block 6. Project Class - Kindergarten 7. TRIBES lessons 8. Character Without Question award	<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	Teachers Counselor Memorial Villages Police Department D.A.R.E. officer Project Class instructor All staff	·Title IV funds - \$1350.00 ·District curriculum ·Motivational Productions ·Counselor ·D.A.R.E. materials ·TRIBES curriculum ·Project Class curriculum	·D.A.R.E. lesson schedule ·Counselor guidance lesson schedule ·Project Class schedule	·Discipline data ·Student survey results ·End of year program evaluation (CIP review)

Student Performance

Campus Goal: We will encourage activities outside the classroom.

Campus Objective: 1) Continue out of school programs 2) Continue out of school curriculum opportunities

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1 Continue implementation of extracurricular programs (before school, after school, lunch, Saturdays) that promote the overall development of each student. Examples include, but are not exclusive: Art After School Frostwood Fiddlers Chess Club Running For the Arts Mad Science	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Assistant Principal Principal	Art After School program Frostwood Fiddler program Chess Club program Mad Science PTA - Running for the Arts	Calendar Dates on Master Schedule	Program completion Frostwood Fiddler final concert Student survey End of year program evaluation (CIP review)
2 Continue implementation of extracurricular programs directly sponsored by school staff that promote the overall development of each student. Examples include, but are not exclusive: Fifth Grade Track Meet Choir performances - Holiday, Farewell, Retirement Home Grade level field trips Grade level play	<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	Health Fitness Teachers Music Teachers Teachers Assistant Principal Principal	None	Scheduled calendar dates	List of participating students Agendas Performance programs List of activities Reflective pieces following field trips End of year program evaluation (CIP review)

Safety

Campus Goal: We will promote a culture of safety and respect.

Campus Objective: 100% of students will participate in counselor and school sponsored instruction and programs related to safety.
100% of staff will be trained and participate in required yearly EOP drills.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Continue all EOP required drills and training	<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	Teachers Assistant Principal Principal	Campus EOP	Staff training on EOP - August 19, 2008 Continual reminders - Principals' Notes Fire, evacuation, crisis drills - monthly	Documentation of completed drills Agenda - August staff development
2 WHO Program - We Help Ourselves (safety 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	First Grade Teachers Assistant Principal Principal	WHO materials Counselor	Calendar date	Student participation list

Operations

Campus Goal: We will tie all resources to the CIP and student achievement.

Campus Objective: 100% of finances will support campus and district goals and student achievement.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
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1	Continue to tie all expenditures to the five district goals and the CIP.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal	Campus funds	2008-2009 campus budget	Budget records
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Community

Campus Goal: We will continue the communication and collaboration of community, parents, staff and students to establish and sustain a healthy school environment.

Campus Objective: By the end of October, teachers will have met with 100% of classroom parents.

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	Continue to build a sense of cooperation, community, and responsiveness between parents, staff, and students by sharing the school's vision, mission and goals regularly.	<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	Teachers All staff Leadership Team Assistant Principal Principal	School Vision Campus Improvement Plan	On-line <i>Tiger Tales</i> - weekly Grade level newsletters, K-2 - weekly Grade level Curriculum Nights - Fall Parent conferences - Fall/Spring Frostwood Handbook - Fall CIT meetings - monthly PTA meetings - quarterly TAKS Nights -Spring Kindergarten Orientation Night - Fall	Calendar dates and agendas Parent/Teacher Survey Meeting sign-in lists Conference sign-in sheets - fall/spring End of year evaluation (CIP review)
2	Continue to provide student progress information via student/parent portfolio share. Continue implementation of portfolio compilation (grades 1-5) and portfolio share (student & parent).	<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	Teachers grades 1-5 Instructional Leadership team Assistant Principal Principal	Student work	Develop grade level criteria lists during campus based beginning of year inservice Team planning- weekly Walkthroughs Team meetings with Instructional Leadership Team	Portfolio Sharing - Spring dates

People

Campus Goal: We will continue to improve organizational/individual capacity of staff so that we remain an employer of choice.

Campus Objective: 100% of staff will complete required staff development each year.

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 Summer staff development opportunities tied to district and campus goals that will meet six hour out of contract district requirements. 1. Team Roadmapping 2. Before School Assessment	<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 SISes Team Leaders	Campus Professional Library District Staff Development	List of summer staff development opportunities Scheduled dates	Course summary List of participants Class completion on PDLC
2 Provide opportunity for 3-5 staff members to attend <u>out of state workshops/trainings</u> directly tied to district and campus goals. Evaluate criteria as process continues. PTA monies Monitored for approval Principal option	<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	Staff Development Committee	PTA budget	Committee List - Fall Schedule of Meetings - Fall Application Procedures - Fall Application Form of Conference - Fall Congruency with DIP/CIP - Spring	List of participants Submitted expenses

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 State	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	None	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.	<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

3	Required	State	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	None	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.
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4	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	Teachers Tech Coach Librarian Instruction Leadership Team Technology Cadre Assistant Principal Principal	Instructional Tech. Dept. Learning Community (Math/Sci/Tech) Tech Coach Librarian Internet Tech TEKS	Class visits by Ts - monthly Tech Coach modeling lessons - ongoing Walthroughs - monthly	Spring student survey End of year evaluation Student products
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5	Required	Federal	(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 announcements.	<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 \$270.00 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
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6	Required	Federal	(SPECIAL EDUCATION) Monitor and evaluate LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities.	<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	Spec. Ed..Staff District Spec. Ed. support staff Assistant Principal Principal	Campus LRE ratio per grading period Spec. Ed. Admin. Team	Log tracking per log entries required LRE campus ratio	LRE campus ratio annual report
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7	Required	Examine the state developed assessment [TAKS(M)] 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	Analyze reports with respect to the percentage of students achieving their TAKS(M) Instructional and Achievement levels (as per ARD committee recommendation)
			Federal				

8	Required	Train all special education staff, building administrators, and counselors on timeline requirements and staff compliance.	<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	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 special education referrals comparing DNQs to students who qualify for Spec. Ed.
			Federal				

9	Required	(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.	<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.	Title II A Title II D Content Area Directors	Obs. S., DRA/EDL, QRI-Fall & md yr Benchmarks, Report Card 9 weeks Progress Reports 3 wks before each report card Released TAKS Fall Agendas, Sign-Ins & Eval. per training	Implementation Survey Teacher Survey Teacher Appraisals Student Survey End of year ObsS, DRA/EDL, /QRI, Report card TAKS
			Federal				

10 Required	(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	Teachers Instructional Leadership Team CIT Assistant Principal Principal	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
Federal						
11 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 <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	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
Federal						
12 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 <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 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 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.
State						
13 Required	Develop, monitor and evaluate campus volunteer/partnership programs that include: ·recruitment ·training/support ·recognition of volunteers/partnerships	<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 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 hours of volunteers ·Satisfaction survey of teachers and volunteer/partnership representatives and evaluation of volunteer/partnership programs (tied, where applicable to campus / district survey)
Local						

14	(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 In-Service 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			

15	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			

16	(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. 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			

17	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
		Required	Federal			

18 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 <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal & Asst. Princ.	PreK School Director PreK. and Kinder teachers	·Identify K 08/09 students Spr 08 ·Identify feeder PK & HS sts Spr 08 ·Round-Up Flyer by April 08	·Evaluation of transition strategies/ progress PK -1
Federal						
19 Required	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 <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.	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 EDMIN Reports Summative Evaluations
Local						
20 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						
21 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	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						

22	(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	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principals School Improvement Specialists	2 SCE s Title III Tiger Strippers	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 ·RPTE ·End-of-year report cards ·Spring Benchmarks
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23	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	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Team Leader School Improvement Specialists	SCE \$1350.00 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 Obs.S.,DRA/ EDL,QRI ·RR/DLL Report ·Annual IPT ·TAKS ·RPTE ·End-of-year report cards ·Spring Benchmarks
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