

Student Performance

Campus Goal: To become a Recognized Campus

Campus Objective: Raise the level of student academic performance at all levels and increase the passing rate on TAKS in Math, Science, and Reading by ensuring that students are actively engaged and challenged through an enriched and relevant curriculum program that encourages creativity and critical thinking.

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 Provide good first teaching to all students through the use of a variety of strategies to include: *small group instruction *guided reading *workstations *sheltered instruction for ELD *hands-on activities *writing in the content area *Writer's Workshop *reading/Writing connection	<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 -Principals -SIS	-District PDLC -Campus trainers -Teachers -Principals -District Curriculum Directors -Teaching and Learning Dept	-Student and campus TAKS results 07-08 -Principal observations and walk-throughs -Diagnostic testing -Grade level needs -Running Records binders -Guided Reading records	-Testing results 08-09 -Formal observations and walkthroughs by principals

Student Performance

Campus Goal: Provide students with a college-focused foundation towards post-secondary education.

Campus Objective: Increase student awareness of careers and planning for higher education.

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 Provide opportunities for students to build knowledge of careers and plan for attending college by: - holding a career day in the Fall - promoting 5th grade participation at NMS orientation night	<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 Counselor	Counselor Title I (\$100)		-Sign in sheets for activities

Student Performance

Campus Goal: Build a strong foundation in ethics and character development.

Campus Objective: Support the social and emotional well-being of students by promoting activities that focus on ethics and character development.

5 Year Plan Goal SBISD will ensure that all students have a strong foundation in ethics and character development.

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Provide activities in the classroom and after school program to include, but not limited to: *TRIBES *Social Skills *Student Council *Citizenship	<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 -Principals	-Counseling Dept	-07-08 Climate Survey -Lesson Plans & Daily Schedule	-08-09 Climate Survey
2 Foster positive campus behaviors and decrease amount of time students are out of the classroom by researching and implementing a schoolwide discipline system aligned with district initiatives	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	-Principals -CIT -Teacher representative on District Discipline Committee	-District Discipline Committee -Ex Adm for Elementary Schools	-07-08 Climate Survey -07-08 Discipline Referrals	-08-09 Climate Survey -08-09 Discipline Referrals

Student Performance

Campus Goal: Build developmental assets in students through an after school program.

Campus Objective: Provide a wide range of after school activities for students by planning effective use of all the school's resources.

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 (After School Program) Partner with the Boys and Girls Club to provide after school enrichment activities such as , but not limited to, theater arts, music, sports, arts and crafts, chess, technology, reading, math, photography, etc... for at least 200 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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	-Principals -Teachers/Staff	-21st Century Grant 120,000.00 -Boys & Girls Club	-Student registration for program -Lesson Plans -Attendance	-Attendance -Student surveys -Parent surveys -Teacher surveys

Safety

Campus Goal: Provide a safe learning and working environment that enhances and sustains student academic performance.

Campus Objective: Support the social, emotional, and physical well-being of stakeholders by providing comprehensive programs that prevent violence and promote school safety.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Provide student activities during the school day and after school that encourage students to stop bullying and violence to include but not limited to: *monthly recognition of star students *Counselor interventions *Classroom visits and teaching *	<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 -CIS -Social Worker -Principals	-Counseling Dept -		
2 Provide parent training related to awareness of and prevention of bullying, violence, gang activity and tobacco and alcohol use.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	-Counselor -CIS -Social Worker -Nurse -Principal	-Counseling Dept -District Community Relations Dept Parent U -Special Ed Dept -HBE PTA	-08-09 HBE Calendar of Events -Attendance Logs	-Attendance Logs -Parent evaluations 08-09 Climate Survey

Operations

Campus Goal: Increase and support student achievement by being fiscally responsible and efficiently using all district and school resources.

Campus Objective: Align use of resources to campus goals and objectives.

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 Provide professional development in a variety of formats related to: *DDI and lesson planning *Differentiated instruction *Small group instruction *Hands-on Math and Science *Integration of technology into curricula *Guided Reading *Running Records and DRA/EDL *Words Their Way *Writer's Workshop *Writing Across the Curriculum *One-Way Dual Program (PK-2) *Sheltered ELD (3rd-5th)	<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 -SISs -ESOL Consulting	-District Curriculum Portal -Curriculum Directors -Bi/ESL Dept. -Title I \$6500.00	-TAKS and TELPAS results 07-08 -Fall benchmark results -diagnostic conferencing -classroom walk-throughs or observations by principals	-TAKS and TELPAS results 08-09 -Walk throughs and observations feedback -summative evaluations -End of Year DRA/EDL and benchmarks
2 Provide interventions during and after school to students who are at risk of failing TAKS or are not meeting grade level 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 type="checkbox"/> CSP	-Teacher -Principals -SIS -Intervention Specialists -Counselor -CIS -Social Worker	-199 Budget -Teaching and Learning Dept -Accountability and Research Dept	-TAKS results 07-08 -Retentions 07-08 -DRA/EDL and/or benchmarks -Report cards and progress reports	-TAKS 08-09 -End of year DRA/EDL -08-09 report cards

Provide intervention for high mobility families.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principals CIS Social Worker Counselor	-CIS -District Community Relations Dept	-07-08 AEIS report (attendance and mobility)	-08-09 AEIS report (attendance and mobility) -CIS log -Social Worker's log
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Community

Campus Goal: Improve quality of engagement of all stakeholders in collaboratively developing and sustaining a healthy school environment.

Campus Objective: Provide opportunities for parents, teachers, staff and other stakeholders to participate in campus decision making.

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 Share health and wellness information with faculty thru e-mail on a bi-weekly basis.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Health Fitness Teacher CATCH Team	Health Fitness Teacher District Health Fitness Dept.	HBE Health Improvement Plan 07-08	HBE School Health Index 07-08
2 Provide Nutrition classes in English and Spanish for parents in collaboration with Harris County.	<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	CATCH Team CIS Social Worker Nurse	-CIS -District Community Relations Dept	-HBE's School Health Improvement Plan 08-09	-08-09 Climate Survey -Parent Training evaluations Attendance Sheets

People

Campus Goal: Improve recruitment and retention of Hollibrook Elementary faculty and staff.

Campus Objective: Improve the positive work culture supportive of collegiality and collaborative teamwork.

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. Improve staff satisfaction through monthly employee recognition system	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	-Principals	-Campus partnerships	-Student input -Teacher input	-08-09 Climate survey

Campus Goal: We will adhere to all Federal and State requirements, mandates, and laws

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

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Required Federal (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	Counselor CIS Social Worker Principal	District Counseling Dept	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 Counselor's Lesson Plans and Log
2 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	Principals Language Arts SIS Reading intervention support staff	Director or Lang Arts ARI teacher Comprehension Toolkit C & I Portal	07-08 DRA results Running records Notebook Guided Reading records mid-year DRA	EOY DRA Evaluation Running records notebook

3	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. Intervention Specialists	Title II A Title II D Content Area Directors Title I \$600	Obs. S., DRA/EDL,QRI- fall & mid 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
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4	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	Principal Assistant Principal Team Leaders School Improvement Spec. Intervention Specialists	Title II A Title II D PDLC Title I - \$4,500	-Prof. dev. documentation -Goal setting/diagnostic conference -Campus surveys -Training agendas - Training sign-in sheets	-Summative appraisals -Results of surveys -Training evaluations
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5	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	Campus Principals SISs G/T liaison RTI Coordinator	___ SCE FTE's (list staffing and funding)	-07-08 TAKS results -07-08 TELPAS results -08-09 Benchmark results -08-09 Release test results -07-08 AEIS report	-08-09 TAKS results -08-09 TELPAS report -08-09 AEIS report -SCE Annual Campus Performance Report
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6	(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 Principals Counselor	District G/T Coord Region IV Houston Area Coop on G/T Title I Sub \$ 500	PDLC record of G/T hours Goal setting/Diagnostic Conference	-PDLC record of G/T training credits -Teacher walk through observations. -Summative Appraisal
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7	(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 g) Gender Bias	<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	Principals Counselor CIS Social Worker	District Counseling Dept Region IV Community Professionals Anti-Defamation League	-07-08 CIT review and teacher input -07-08 Discipline referrals -07-08 Climate survey results	-Professional Development agendas and sign-in sheets -08-09 Climate Survey results
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8	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	Principals CIT	-Ext. Funding/Compl.Dept. -District Community Relations Parent Coord -Administrator for Campus Improvement Teams -Counselor -CIS -Social Worker -District Parent Involvement Department	-CIP Campus Needs Assessment -Teacher Input CIP 08-09 -Agendas, Sign-Ins, Minutes per planning meeting	-Agendas and sign-in sheets per training session -Training evaluations -Parent and teacher surveys
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9	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	Principals Counselor Social Worker CIS	-District Counseling Dept -CIS -District Community Relations Parent Coordinator	-Calendar of Events and/or trainings per semester	-Participant Rosters -Agendas -Evaluations -School Climate Survey
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10	(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	-Principals -School Improvement Spec. -Lead Mentor -Team Leaders -School Improvement Specialists	-District Mentoring Coordinator. -District Mentoring Grant -District Curriculum Area Coordinators -Exec Administrator for Teaching and Learning	-08-09 Staff roster -Team planning meetings one/week -ACP program requirements -Calendar of meetings per semester	-End-of-Year Mentor/Mentee Survey and/or Reflections -ACP supervisor evaluations -Team planning agendas, minutes, sign-in sheets -Mentor/mentee meetings documentation -Mentor/Mentee meetings and training with lead mentor
Required						
Federal						

11	Develop, monitor and evaluate campus volunteer/partnership programs that include: -recruitment -training/support -recognition of volunteers/partnerships	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	-Principals -CIS -Social Worker -Counselor	-District Community Relations Department -Campus Volunteer and Partnership files -Memorial Drive United Methodist Church	*08-09 Calendar of Events for Recruiting, training and recognition *Attendance sheets *Sign-in logs for volunteers and mentors	-End-of year increase in # of volunteers/partnerships from 07-08 -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 -Agendas and sign-ins for meetings and trainings
Required						
Local						

12	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	Principals Web page Coordinator	-District Human Resources Department -District Technology Department	-Calendar of Job Fairs per semester -Hits on school website	-Attendance at job fairs -Hits on school website
Required						
Federal						

13 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	-Principals -Teachers -RTI Coordinator -School Improvement Specialists	-Grade Placement Committee -STAT/RTI -Intervention Specialists -ARI teacher	-GPCs 07-08 -TAKS 07-08 results -07-08 DRA results -accelerated instruction plan, -benchmark/released TAKS data, - progress reports, report cards -teacher/parent conference records	-08-09 TAKS results -08-09 DRA results -Intervention logs/AIP - GPCs 08-09
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14 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	-Principals -School Improvement Specialists -Campus Technology Representative	ACTIVboard Director of Technology	Roadmaps Lesson Plans	* End-of-Year data analysis as compared to previous year's data
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15 Required Federal	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	Principals CIT Teachers	Executive Director for Elementary Schools	Flyers, Agendas, Sign- ins meeting per Minutes, Parent Comments per meeting Final revised Compact Fall Signed Compact Fall	Final Revised Compact Signed Compacts Compact usage data
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16 Required Federal	(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	Principals Diagnostician	Campus LRE ratio per grading period District Sp Ed Dept	Log tracking per log entries required LRE campus ratio	LRE campus ratio annual report
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17	Increase parent attendance at Title I Annual meeting to share: -standards and goals -parents' rights' -curriculum -school report card -Title I participation	<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	Ext. Funding/Compliance Department	Flyers, Agendas, Sign-Ins per meeting Minutes, Parent Comments per meeting	# of parents attending -Parent evaluation or survey
Required						
Federal						

18	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						

19	Train all professional staff (teachers, 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	Diagnostician Principals ESOL Consulting	DQM reports for: -Sp Ed -At-Risk -LEP	-Compilation of reports and Child Find Info. Logs with summary of timeline issues monthly -06-07 DQM reports	-Analysis of annual appraisal report for baseline in referrals and corresponding "hit rate," -07-08 DQM reports
Required						
Federal						

20	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. (i.e. Open House, EC Center visits to HBE, etc.)	<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	-Principals -PK/K teachers -Counselor	EC Director PreK. and Kinder teachers	survey parents of students in PreK and K	-Evaluation of transition strategies/ progress PK -1 -Sign-in sheets for Open House
Required						
Federal						

21	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	Principals School Improvement Spec. Diagnostician DDI Cadre	Curriculum Directors DDI trained teachers PDLC Coordinator	PDLC Reports Lesson Plans Appraisals Walk-thru documentation Campus SD./monthly calendars	Teachers' PDLC transcripts Summative Evaluations
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22	(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	Principals School Improvement Specialists Classroom Teachers GT Liaison Counselors PGP teacher	Dir. of Adv.Acad. Studies SPIRAL Program	Lesson Plans Report Cards Benchmarks DRA/EDL	End of year report cards TAKS scores District or campus evaluation surveys SPIRAL Attendance
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23	(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	Principals Counselor G/T liaison PGP teacher	G/T Screening Proc. Manual TX State GT Educ. Plan Dir. Adv.Acad.Studies Parents/Teachers/Staff	Student nominations- per district GT calendar G/T participation rosters- per semester Screening reports by demographics	Student nominations per district GT calendar G/T participation rosters per semester Reports with demographic indicators Screening results per district calendar
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24	(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	<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 SIS Intervention Specialists	<u> 2 </u> SCE FTE's Title III	Obs. S., DRA/EDL,QRI- fall & mid 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 TAKS TELPAS AYP End-of-year report cards Spring Benchmarks
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25	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	Principals School Improvement Specialists Intervention Specialists	SCE \$ ____1,580____ Title III	Obs. S., DRA/EDL,QRI- fall & mid yr Released TAKS fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic Identify At-Risk students fall	End-of-Year Obs.S.,DRA/EDL,QRI RR/DLL Report Annual IPT TAKS TELPAS AYP End-of-year report cards Spring Benchmarks
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Required

State and Federal