

Student Performance

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

Campus Objective: 1) All tested grade level averages will remain at 100%. 2) Commended performance levels will be 60% or above. 3) All student reading levels will be on or above recommended district reading levels.

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>
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1	Continue collaborative teamwork for instructional planning to include among other aspects: * data analysis by grade * team meetings for data analysis and dialogue * teacher developed intervention plans * parent/teacher conferences based on data analysis	<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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Asst. Principal Team Leaders Teachers SIS's	Collaborative Team Planning weekly schedule	CTP Minutes 	District Teacher Survey
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2 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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal & Asst. Princ Instructional Leadership Team Technology Team	Instructional Tech. Dept. School Improvement Spec.	Evaluate the level of technology integration per semester lesson plans - per semester Documentation for examining levels of integration and training	* End-of-Year data analysis as compared to previous year's data
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3 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	Principal Assistant Principal School Improvement Spec. Intervention Specialists Teachers	Curriculum Directors DDI trained teachers	Calendar Fall and Spring PDLC Reports Monthly Lesson Plans Weekly Appraisals Fall and Spring Walk-thru documentation per semester	End-of-Year PDLC Reports Summative Evaluations		
		<input type="checkbox"/> SRS					<input checked="" type="checkbox"/> QS	<input type="checkbox"/> PD
Local								

4 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 *Continue instructional intervention groups * Below level first graders will receive reading small group support all year using identified criteria * Kindergarten will receive reading support after mid-year assessments * Students struggling to master objectives in math shall receive additional support using school designed criteria.	<input type="checkbox"/> CNA	Principal Team Leader School Improvement Specialists Intervention Specialists Pre K teachers/SIS Reading Specialist PK teacher and reading support Reading Support Specialist Math SIS	\$210 At Risk Title III Successful School Funds \$767.00	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 Running Records Spelling Inventory Benchmarks	End-of-Year Obs.S.,DRA/ EDL,QRI RR/DLL Report TELPAS TAKS End-of-year report cards Spring Benchmarks End-of-year observation survey DRA End of year spelling inventory		
		<input type="checkbox"/> SRS					<input checked="" type="checkbox"/> QS	<input type="checkbox"/> PD
State and Federal								

5 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	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		
		<input type="checkbox"/> SRS					<input type="checkbox"/> QS	<input checked="" type="checkbox"/> PD
Local								

6

Learn to utilize SBISD's writing plan.
Vertically align skills and process of writing
practices.

- CNA
- SRS
- QS
- PD
- PI
- T
- TDA
- MTA
- AQT
- CSP

Principal
Asst. Principal
Teachers
SIS

District web pages
Various texts

Lesson plans
Rubrics
Benchmarks

TAKS
Portfolios

Student Performance

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

Campus Objective: 1) Students will be well prepared to meet the challenges and rigor of middle school.

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>
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1	100 % of classroom teachers will utilize small group differentiated instruction to meet student needs.	<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	Guided Reading Library District Curriculum for all subjects	Walk-throughs Lesson plans	Spring district/state assessment data, promotion/retention data, report cards.
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2	Vertically align vocabulary across all grade levels	<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 SIS	Vocabulary books Content generated vocabulary Trade books	Word walls and writing samples Personal Journals	Portfolios TAKS Writing Data
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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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Student Performance

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

Campus Objective: 100% of students will participate in 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>
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1	Provide professional development based on Social and Emotional Skills for staff members. * Ongoing for five years	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Counselor	SEL Initiative guide	Training documentation	District Teacher Survey
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2	Encourage continuation of implementation of Tribes activities for the purpose of creating and maintaining safe learning environments by promoting students' choices, collaboration with one another, and with adults.	<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 Classroom Teachers	Tribes Handbook	Faculty Meeting documentation of lessons taught weekly	District Teacher Survey District Student Survey
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3	<p>Offer parents and teachers opportunities to explore the need for appropriate student responsibility.</p> <p>Continue the <u>Love & Logic</u> Orientations and Training for new teachers and parents.</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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Intern	Teaching <u>Love & Logic</u> by Jim Fay Parenting with <u>Love & Logic</u> by Jim Fay Resources MDE TV Forty Developmental Assets Character Corel	Training documentation per training Spring courses Reduce referrals to office	District Teacher survey District Parent survey
4	Present character lessons on MDE TV	<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	Counselors Teachers	Technology Equipment 40 Developmental Assets Character Corel	MDE TV presentations	Reduction of office referrals Completion
5	<p>Small pull out groups meet until individual goals are achieved.</p> <p>Whole group lessons include guided practice activity /follow up/discussion.</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	Counselor CYS Teacher	SEL Developmental Assets Literature	Integrated Activities Journal writing Decreased Redirection Observation of positive traits and positive peer/teacher interaction	Decreased incident reports/referrals/ surveys
6 Required Federal	<p>(Safe & Drug Free Schools) Provide professional development based on level of expertise and need in the following areas:</p> <p>a) Bullying Prevention</p> <p>b) Violence/conflict resolution</p> <p>c) Recent drug use trends</p> <p>d) Resiliency/Developmental Assets</p> <p>e) Prevention Curriculum training</p> <p>f) No Place For Hate</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	SDFSC Asst. Admin. Region IV Community Professionals Anti--Defamation League	Calendar of in-service Dates Fall & Spring Agendas, Sign-Ins per training Training Evaluations per training Lesson Plans weekly	Attendance Rosters Prof. Dev. Evaluations PEIMS 425 Incident Report Staff Survey

Student Performance

Campus Goal: We will encourage activities outside the classroom.

Campus Objective: 1) Students will be provided choice in participating in out of school enrichment programs that promote higher levels of thinking
2) Students will be provided choice in participating in after school curriculum reinforcement opportunities that prepare them to meet district and state expectations

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 to support teacher liaisons to the Odyssey of the Mind program	<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 Teacher Liaison	PTA funding	Program team participation in competitions	Completion Report
2 Provide parents with information concerning extra curricular activities via typical MDE mode of communication Continue to support after school enrichment programs: * Mad Science * Chess Club * Violin Program * Reflections * Reading/Writing Incentive Program * City Art Works * Great Books * Computer Club	<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 Admin. Asst. Contracted instructors	Building use	Program membership rosters	District Parent Survey Program Completion

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 and students 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>
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1 Required	(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 checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA	SDFSC Campus Facilitator Principal Counselor	Counselor 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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Federal

2	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	Principal Asst. Principal	Police Department Campus EOP	Audit Report Dates of faculty meeting training Calendar dates of scheduled drills	Documentation of completion Documentation of completed drill Agenda of faculty meetings/trainings
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Operations

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

Campus Objective: 1) 100% of finances will support campus and district goals and student achievement.
2) Outside finances/grants will be utilized for enriching the social emotional and academic needs of students

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	The CIT, campus instructional leadership team, and administrators will collaborate and coordinate planning efforts to ensure campus finances are allocated to support student learning 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	Principal CIT members School Improvement Specialists Team Leaders	Campus Meeting Schedule CIT Minutes	CIT Minutes District Surveys
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2	Budget requests will be referenced to 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	Principals Teachers	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.

Campus Objective: Establish and sustain a healthy environment through year-long communication among all stakeholders.

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>
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1	By the end of October, teachers will have met with 100% of classroom parents.	<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	Teacher Principal	Open House Parent/Teacher Conference	Sign-in sheets	District Parent survey
2 Required Federal	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 Teachers	Ext. Funding/Compl.Dept. Varied Literature	Agendas, Sign-Ins, Minutes per planning meeting Calendar, Agenda, Sign-Ins per training session	Training evaluation District Parent evaluation or survey

3	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.	PK School Director PK and Kinder teachers	Identify K 08/09 students Spr 09 Identify feeder PK & HS sts Spr 09 Round-Up Flyer by April 09	Evaluation of transition strategies/ progress PK-1 Round-Up Sign In Round-Up Parent Evaluation Spring Update Website
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Required

Federal

4	Email newsletters once a month to parents in order to enhance communication and provide information for increased student support at home. * Each teacher to set up e-mail to blend the addresses * School wide e-mail bank * Agreement on what can be sent * MDE Express on website weekly * Hardcopy only those that request copy * Supplemental mailings for parents of students identified support programs (SpEd, AIM, LEP , G/T)	<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 Appropriate Instructional staff	Instructional Technology Department School Improvement Specialists	Newsletters - once a month	District Parent survey
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Required

Federal

5	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 Counselor PTA	SDFS Staff Local Law Enforce. Off. Community Professionals DARE DAVE GREAT	Agendas, Sign-Ins per training Training Evaluations per training	Participant Rosters Program Calendar Parent Evaluations Surveys
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Required

Federal

6	Maintain MDE's web site in order to promote our learning community and to showcase MDE's history and educational programs. * More frequently * Schedule the website * Grade level participation 100%	<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 Appropriate Instructional staff	Instructional Technology Department School Improvement Specialists	Website update fall/spring	District Parent survey
7	Communicate CIP goals and objectives to the parents. * Schedule monthly PTA updates	<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 Campus Improvement Team	CIP	Agenda & Sign-in Handouts per meeting	District Parent Survey - Spring Semester
8	Communicate TAKS and Benchmark information promptly, e.g. origination of tests, differences in accountability of each test, dates of testing, and how results are used. * Monthly PTA updates * 6 week MDEpress updates	<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 Assistant Principal SIS		Newsletters grading cycle Agendas & Sign-ins per meeting	District Parent Survey
9 Required Local	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 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 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 volunteers/partnerships from 08/09 Increase volunteer hours District survey

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>
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1 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. No Child Left Behind	Team Meeting Minutes per meeting Campus Mentor's Log weekly Campus meetings minutes-monthly Dist. Mentor/Mentee Calendar Fall/Spring	End-of-Year Mentor/Mentee Survey and/or Reflections
Federal						

2 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 Update Website Spring Fall/Spring	Applications submitted Personnel Roster
Federal						

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 and Federal (State Comp. Ed.) Utilize specialist(s) to assist with supplemental At-Risk services in the content areas: * Language Arts * Math * Science * Social Studies * Other includes: ESOL support, Reading Interventions specialist	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principals SIS Reading Support Specialists	Title III	Obs. S., DRA/EDL,QRI-fall & md yr. Released TAKS fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic	End-of-Year Obs.S.,DRA/EDL,QRI RR/DLL Report TAKS TELPAS End-of-year report cards Benchmarks
2 Required State (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. Prin. Counselor G/T parent 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

3 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
4 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 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 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
5 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 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
6 Required	Federal	· Examine the Campus State Developed Assessment 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 Campus State Developed Assessment reports with respect to the percentage of students achieving their Instructional and Achievement levels (as per ARD committee recommendation)

7	(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 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 Assist. Prin. 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 surveys
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8	Train all special education staff, building administrators, and counselors on timeline requirements and staff compliance.	<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	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 annual appraisal report for baseline in referrals and corresponding "hit rate," i.e., compare 2007 - 2008 and 2008 - 2009 changes
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9	(Title II,A&D) Provide professional development that increases knowledge and skills related to * vertical alignment *scientifically-based research programs *instructional strategies to meet the needs of diverse student populations *integration of technology into curricula and instruction for improving teaching, learning, and technology literacy *TAKS testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and /or math. *This includes opportunities for teachers to be coached, attend sustained trainings/ in-services/ workshops and/or conferences together with structured follow up.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input 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	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	District Survey Teacher Appraisals End-of-year ObsS,DRA/EDL, /QRI,Report card TAKS
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10 Required Federal	(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 checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input 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 District surveys Staff Survey
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