

Student Performance

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

Campus Objective: 1) 90% of all students taking TAKS will meet the passing standard. 2) All commended performance levels will remain at 50% 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>
1	Utilize the writing workshop structure, CCP learning, including the writing process, in order to produce authentic writers.	<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 LA SIS Literacy Team Team Leaders PTA	Lang. Arts Consultants The Writing Essentials PTA \$15,000 for consultant, subs & materials	Monthly Curricular Team Meeting Share Out With Faculty Walk-throughs	End-of-Year Writing Samples Writing Portfolios TAKS & Benchmark Scores
2	Link reading and writing in PK-2nd through word study in order to develop a synchrony of reading, writing and spelling accuracy.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Cathy Roth Literacy Team Mary Kerr	District Word Study Professional Development Lang. Arts Consultants	Monthly Curricular Team Mtg. Share Out with Faculty Walk-throughs	Meeting Minutes Increase of Writing TAKS scores by 10% by 2009

3	<p>Through effective writing instruction in grades PK-5, we will increase the number of score point 3's to be greater than the number of score point 2's on the March 2009 TAKS writing test. This will be accomplished through the use of the following:</p> <ul style="list-style-type: none"> *Anchor charts *Writing Portfolios *Strategies demonstrated by Literacy Consultants 	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>LA Teachers LA SIS Principal</p>	<p>Lang. Arts Consultants funded by district and PTA money</p>	<p>Professional Development Walk-throughs Professional Conversations</p>	<p>TAKS Scores</p>
4	<p>Integrate technology in all core subject areas through teacher instruction or student participation occurring naturally throughout the day. Products will be shared through best practices in Faculty Meetings.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal Technology Team Karen Harrell Team Leaders</p>	<p>Computer Labs Odyssey Program Campus Professional development Navigators Exemplars Program</p>	<p>Monthly Curricular Team Meeting Share Out With Faculty Administrative Walk-throughs</p>	<p>Products and Grade Level Presentations Data Analysis</p>
5	<p>Teachers will use the district's online science resources to enhance instruction and to provide differentiated instruction through the use of hands on experiments, small group projects, workstations and integration of technology.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal Math/Science SIS Science Team Technology Team Team Leaders</p>	<p>Classroom Computers & Labs Hands on Science</p>	<p>Monthly Curricular Team Meeting Share Out With Faculty Lesson plans Benchmarks</p>	<p>Teacher Survey TAKS</p>
6	<p>Improve Math Facts instruction through a school wide plan with the following components:</p> <ul style="list-style-type: none"> *Home to School communication *Focus on district facts *Classroom practice time *Use of manipulatives, songs, chants and/or rhymes 	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal Math/Science SIS Math Team Team Leaders</p>	<p>Professional Development</p>	<p>Monthly Curricular Team Meeting Share Out With Faculty Walk-throughs Benchmarks</p>	<p>School-Wide RCE Math Facts Assessment in May</p>

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 on state tests.

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	Continue to investigate & implement ways to improve the rigor & relevance of our classroom gifted instruction.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Asst. Principal Counselor	At Risk Staffings Out of class tutorials \$500	Records from previous teacher and/or school	Report Cards Teacher comments
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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 weekly 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 School Staff members will understand and implement the SBISD District's Student Code of Conduct so that all members are clear on school wide expectations concerning positive and negative consequences.	<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 Team Leaders	Student Code of Conduct Cafeteria Behavior Plan from end of 2007	Before school training and discussion of Student Code of Conduct Team Leader Minutes	Staff Survey Office Referrals Campus Discipline Plan PIEMS data

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>
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1	Increase participation in after school enrichment activities such as: Fiddlers Choir Spanish Mad Science Art Battle of the Books Chess Club Math Club Odyssey of the Mind	<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 Librarian SISes Music Teachers	Tuition Volunteers Project Materials	Minimum Numbers of students to offer program & Knowledge of content	Number of classes offered Track number of at-risk students involved
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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 Organize and train a campus team of violence prevention and intervention facilitators.	<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 Character Ed. Team Team Leaders	Professional Development District Bullying/Teasing Training \$500 from PTA for programs	Monthly Curricular Team Meeting Share Out With Faculty	Staff Survey Student Survey All Team Members Trained Office Referrals

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	Monitor expenditures monthly with Adm. Team to ensure maximum benefit while keeping budgets in mind	<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 Adm. Asst. SISes Counselor Librarian	Last year's expenditures Monthly budget & expenditures	End-of-year expenditures
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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 September, teachers will have met with 90% of classroom parents. The end-of-year parent survey will show positive trends in each area compared to the end of year 07-08 survey.

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. Revise, refine and monitor communication between school and home to better inform parents. Instructional staff will offer 2 informational parent sessions on effective reading strategies.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Counselor Teachers	\$ for paper	Survey Parent Conferences	Newsletters School Website 2008 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>
1 Provide staff development in the areas of : Technology Social Studies (make & take) School wide discipline Strategies for struggling students Recalibration of DRA data Available resources in Library	<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 School Improvement Specialists		Committee Meetings Staff Development Additional Professional Dev. period Faculty Meetings Meetings with teachers new to RCE	Teacher survey Office Referral data DRA data
2 The Fine Arts Team will continue to plan and work together with the children at the second period of the day allowing teachers extra time to work together on data analysis and professional development. The team will provide enrichment activities for the 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	Fine Arts Team Team Leaders SIS Principal	Campus Staff Development	Monthly Curricular Team Meeting Share Out With Faculty	Meeting Minutes Benchmarks

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>
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<p>1 Required</p>	<p>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.</p>	<p> <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 </p>	<p>C & I Division Content/Program Directors Campus Principal</p>	<p>None</p>	<p>benchmark/released TAKS data, service logs, progress reports, report cards</p>	<p>State assessment data (TAKS, TELPAS), promotion/retention data</p>
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<p>2 Required</p>	<p>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. This will be facilitated through the training of teachers in the recalibration of the DRA administration.</p>	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP </p>	<p>Director Language Arts Campus Principal Language Arts SIS Reading intervention support staff</p>	<p>Comprehension Toolkit C & I Portal</p>	<p>Running records Miscue analysis Reading inventory</p>	<p>Spring DRA Evaluation Running records</p>
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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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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	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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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 television broadcasts	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	Title IV \$533.00 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 LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Spec. Ed. Campus Support Staff	Campus LRE ratio per grading period Spec. Ed. Admin. Team	Log tracking per log entries required LRE campus ratio	LRE campus ratio annual report
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7	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						

8	Train all special education staff, building administrators, and counselors on timeline requirements and staff compliance. Continue beginning of year discussions about Special Education 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	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 2003-2004 and 2004-2005 changes
Required						
Federal						

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. *In the area of writing instruction, writing samples will be collected and analyzed using the state rubric twice a year. *Peer observations	<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	Obs. S., DRA/EDL,QRI- Benchmarks, Report Card Progress Reports 3 wks before each report card Released TAKS Agendas, Sign-Ins& Eval. Fall & md yr 9 weeks Fall per training	Implementation Survey Teacher Survey Teacher Appraisals Student Survey End of year ObsS,DRA/EDL, /QRI,Report card TAKS
Required						
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	Principal Assistant Principal Team Leaders School Improvement Spec. Intervention Specialists	Title II A Title II D Content Area Directors	·Prof. dev. documentation - per training ·Campus surveys- Spring ·District surveys - Spring	·Summative appraisals ·Results of surveys ·Staff Survey
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. This may be accomplished through school wide events, newsletters,& e-mails.	<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. This may be accomplished through release time for teachers to collaborate or attend professional development.	<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	Develop, monitor and evaluate campus volunteer/partnership programs that include: ·recruitment ·training-/support ·recognition of volunteers/partnerships *Cultural Awareness events	<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 volunteers/partnerships from '05-'06 ·End-of-year increase in # of hours of volunteers ·Satisfaction survey of teachers and volunteer/partnership representatives and evaluation of volunteer/partnership programs (tied, where applicable to campus / district survey)
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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 g)SEL grade level materials h) Lifeskills & Roadrunner tracks	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	SDFSC Asst. Admin. Region IV Community Professionals Anti-Defamation League	·Calendar of Inservice Dates Fall & Spr ·Agendas, Sign-Ins per training ·Training Evaluations per training ·Lesson Plans weekly	·Attendance Rosters ·Prof. Dev. Evaluations ·PEIMS 425 Incident Report ·Staff Survey
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15	Promote parent and community involvement in TAOD and violence prevention programs/activities such as: *Red Ribbon Week *Bullying Prevention programs	<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
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16	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff. This will be accomplished through meetings with principal, SISes, and/or mentor teacher.	<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
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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	Principal Assist. Prin. Instructional Leadership Team Team Leaders Technology Team Classroom Teachers	School Improvement Spec. Human Resources No Child Left Behind	Job Fairs- Update Website-	Spring Fall/Spring	Applications submitted Personnel Roster	
		<input checked="" type="checkbox"/> QS						<input type="checkbox"/> SRS
Required								
Federal								

18	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	Principal & Asst. Princ.	PK School Director PK. and Kinder teachers	Identify K 07/08 students Identify feeder PK & HS sts Round-Up Flyer by	Spr 07 Spr 07 April 07	Evaluation of transition strategies/ progress PK -1 Round-Up Sign In Round-Up Parent Evaluation Spring Update Website	
		<input type="checkbox"/> SRS						<input type="checkbox"/> QS
Required								
Federal								

19	Teachers/Administrators/Staff will develop understanding of the (a) <i>Professional Development Framework</i> and continue participation in professional development in the areas of <i>Teaching and Learning</i> and <i>Leadership for Results</i> ; (b) including The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.	<input type="checkbox"/> CNA	Principal Assistant Principal School Improvement Spec. Intervention Specialists	Curriculum Directors DDI trained teachers	Calendar Edmin Reports Lesson Plans Appraisals Walk-thru documentation per semester	Fall and Spring Monthly Weekly Fall and Spring	End of Year PDLC Reports Summative Evaluations	
		<input type="checkbox"/> SRS						<input checked="" type="checkbox"/> QS
Required								
Local								

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

