

Student Performance

Campus Goal: Ridgecrest Elementary School will be an exemplary campus with a staff that promotes an enriched learning environment for all students by the implementation of a rigorous academic curriculum that promotes critical thinking, creativity and achievement.

Campus Objective: Increase the level of academic performance for all students by providing our staff will relevant and research based staff development and training.

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 District Initiative - (DDI) - All K-5 teachers and support staff will receive district training on Designing and Delivering Instruction (DDI) and will implement this knowledge into their lessons.	<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	*Administration *Lead Teachers *SIS	*District Materials *Trainers	*Diagnostic Conference (Beginning of Year) *Walk-throughs (Beginning of Year) *Training Dates (Beginning of Year)	*Walk-throughs (End of Year) *Summative Appraisals (End of Year) *Lesson Plans (End of Year) *Attendance Rosters (End of Year)
2 Language Arts - Teachers will implement Guided Reading, Literature Circles, Shared Reading, Read Aloud, or Phonological Awareness Activities daily in their classes utilizing instructional, leveled materials. 90% of the students in reading will be on grade level or above by the end of the year.	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	*Administration *School Improvement Specialist - LA *Intervention Specialist - LA	*Cross Grade Level Sharing *District Personnel *District Staff Dev *RR/DLL/ DST Teachers *SRA Materials *SBISD Rdg Strategies Poster *Words Their Way *State Comp Ed. \$790	*Grade Level DRA/QRI Rd Levels (Fall) *Spelling Inventory (Fall)	*End of Year DRA/QRI Rdg Levels (at Ridgecrest, K will meet DRA end of year at level 3) *SBISD Reading Database (End of Year) *Spelling Inventory (Spring)

3	Continue to distribute the Reading is Fundamental (RIF) program K-5 so that students will receive at least three books this school year.	<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 checked="" type="checkbox"/> CSP	*Intervention Specialist - LA	*Title I Funds - \$4000.	*Number of RIF Students Participating (Per Visit- Sept., Dec., Jan.) *Student DRA/QRI Reading Levels (First of Year) *Teacher Observation (First of Year)	*Increase in student DRA/QRI Reading Levels (End of Year) *Total number of RIF students *Increase in the number of stds passing TAKS Rdg (End of Yr.) *SBISD Reading Benchmark Assessments (End of Year) *Teacher Obs Surveys (End of Yr.)
4	All teachers will continue to implement the SBISD Language Arts curriculum (K-5). Staff development will be provided for teachers and assistants. Opportunities for teachers to observe master teachers and attend professional workshops and conferences will be provided.	<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	*Administration *Literacy Team *School Improvement Specialist - LA *Intervention Specialist - LA	*SBISD Lang Arts Curr *District Facilitators *Consultants *Master Teachers/ Model Classrooms *Title I - \$3,000 (Subs) *Title I - \$1,500 (Prof. Conf.) *Balanced Literacy Institute	*Student DRA/QRI Reading Levels (First of Year) *TAKS Reading Scores (First of Year) *SBISD Rdg. Benchmark Assessments (First of Year) *Training dates (First of Year)	*Student DRA/QRI Reading Levels (End of Year) *Increased TAKS Reading Scores (End of Year) *Attendance Rosters (End of Year) *PDLC Forms (End of Year)
5	All Bilingual /ESL teachers will implement the SBISD Bilingual/ESL Program Guidelines. The One-Way Dual Language model will begin in K-2. The teachers will show continuous growth of student's English proficiency by using a monitoring form. Staff development for teachers to learn effective ESL strategies will be provided. Additional ESL materials will be purchased. Tutoring for below grade level ESL and/or transitioning students in reading and writing will be provided.	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	*Literacy Team *Administration *ESOL Teacher Title III	*SIS Lang Arts/Lit Team *SBISD Bilingual/ESL Program Guidelines *District Facilitators *LEXIA *Master Teachers *Bi/ESL Funds - \$2,000 *Campus ESL Trainings	*IPT scores (K-5)(CNA) (First of Year) *RPTE scores (First of Year) *English DRA/QRI Rd Scores Grades K-5 (First of Year) *ESL Monitoring Forms (First of Year) *Lesson Plans (Weekly)	*Increased IPT scores (End of Year) *Increased RPTE scores (End of Year) *English DRA/QRI Reading Scores (Grds K-5)(End of Year) *ESL Monitoring Forms (End of Year) *Teacher Appraisals (End of Year)

6	<p>K-5 teachers will attend Reading Strategies training and DATA conferences and implement the acquired knowledge into the classroom. Reading materials will be purchased.</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	<p>*Administration *School Improvement Specialist - LA *Intervention Specialist - LA</p>	<p>*TEA Web Site *TAKS Materials *LA TEKS *Title I - \$3,000 *Trainers</p>	<p>*TAKS Rdg Assessments (First of Year) *SBISD Rdg Benchmark Assessments (First of Year) *Walk Through (Per Semester) *Diagnostic Conferences (First of Year) *Training Dates (First of Year) *Evaluations (First of Year)</p>	<p>*TAKS Reading Assessments (End of Year) *SBISD Second Grade Reading Benchmark Assess. (End of Yr.) *Walk Through (Per Semester) *Summative Conf. (End of Year) *TAKS Reading Scores (End of Year) *Attendance Rosters (End of Year) *PDLC Forms (End of Year)</p>
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7	<p>Teachers will implement SBISD Language Arts Curriculum, Writer's Workshop, Interactive Writing, Guided Writing, and Shared Writing in their classes. Teachers will use information from DATA conferences to plan for instruction. All teachers will be given opportunities to observe master teachers at Ridgecrest or at other schools implementing the SBISD Language Arts Curriculum, Writer's Workshop, Interactive Writing, Shared Writing and Guided Writing.</p>	<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	<p>*Administration *School Improvement Specialist - LA *Intervention Specialist - LA *Literacy Team</p>	<p>*Master Teachers *Student Work Samples *Writer's Workshop Handbook *SBISD Lang Arts Curr *SBISD Staff Dev Sched. *Model Classroom</p>	<p>*Lesson Plans (Weekly) *Teacher Observations (First of Year) *Diagnostic Conferences (First of Year)</p>	<p>*Lesson Plans (End of Year) *Teacher Obser. (End of Year) *Student Work Samples (End of Year) *Summ. Conferences (End of Year) *Walk Through (End of Year)</p>
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8	<p>K-5 teachers will attend Writing training and implement the acquired knowledge into the classroom. Teachers will used information provided in DATA conferences to plan instruction. Writing materials will be purchased. Opportunities to observe master teachers and attend professional workshops and conferences will be provided.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>*School Improvement Specialist - LA *Intervention Specialist - LA</p>	<p>*SIS-Language Arts *Title I Funds - \$1,000 *TAKS Materials *Trainers</p>	<p>*TAKS Writing Assessments (First of Year) *SBISD Writing Benchmark Assessments (First of Year) *Walk-throughs (First of Year) *Diagnostic Conferences (First of Year) *Training Dates/Eval. (First of Year) *TAKS Writing Scores (First of Year)</p>	<p>*TAKS Writing Scores (End of Year) *Teacher Appraisals (End of Year) *Summ. Conferences (End of Year)</p>
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9	<p>Opportunities will be provided for K-5 teachers to be trained and to score students' writing using the Trait Scoring Guide and Holistic Scoring.</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 checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>*Literacy Team *School Improvement Specialist - LA</p>	<p>*SIS - Language Arts *Writer's Workshop Handbook *Trait /Holistic Scoring Guide *Consultants *District Facilitators *SBISD Writing Poster *Balanced Lit Institute *N J Writing Project *Intervention Specialist - LA</p>	<p>*TAKS Writing Assess. (First of Year) *Training Dates/Eval. (First of Year) *Writing Samples (Fall, Mid-Year) *SBISD 4th Grade Writing Benchmarks (First of Year)</p>	<p>*Attend. Rosters (End of Year) *TAKS Writing Scores (End of Year) *Writing Samples (End of Year) *SBISD 3rd Grade Writing Benchmarks (End of Year)</p>
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10	K-5 teachers will be trained and implement word study instruction emphasis K-1.	<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	*Literacy Team *School Improvement Specialist - LA *Intervention Specialist - LA	*SIS - Language Arts *Literacy Team *Words Their Way *District Trainers *Lesli Marquez	*Spelling Inventory (Fall - First of Year) *K-5 Writing Samples (First of Year) *4th Grade Writing Benchmark (First of Year)	*Spelling Inventory (End of Year) *3rd Grade Writing Benchmark (End of Year) *K-5 Writing Samples (End of Year)
11	Math - Teachers will implement the SBISD Math Curriculum, Math Differentiation, math fact expectations, problem solving, math manipulatives, and other math strategies daily. All teachers will be given opportunities to observe master teachers at Ridgecrest or at other schools implementing the SBISD Math Curriculum, Math Differentiation, etc.	<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	*Administration *School Improvement Specialist - Math	*SIS - Math *Intervention Specialist *Math Manipulatives *Math Clarifying Active. *SBISD Math Web Site *SBISD Math Curriculum *Model Classrooms/ Master Teachers *Problem Solving Model	*Teacher Observations (First of Year) *Lesson Plans (First of Year) *Diagnostic Conferences (First of Year) *Title I Implementation Surv (First of Year) *TAKS Assessments (First of Year) *SBISD Benchmark Assess. (First of Year)	*Math TAKS Test (End of Year) *Teacher Obs. (End of Year) *Lesson Plans (End of Year) *Walk Through (Per Semester) *Summ. Conferences (End of Yr.) *Title I Implementation Survey (End of Year)
12	All teachers will attend Math Training and implement the acquired knowledge into the classroom. All teachers will attend Data Conferences and use information provided to plan instruction. Math TAKS materials will be purchased. Opportunities to observe master teachers and attend professional workshops and conferences will be provided.	<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	*School Improvement Specialist - Math	*TEA Website *Math TAKS Materials *Math TEKS *Title I - \$2,000	*TAKS Math Assessments (1st of Yr.) *SBISD Math Bench.Assess (1st of Yr.) *Walk Through (First of Year) *Diagnostic Conferences (First of Year) * Training dates/Evaluation (Per Training) *Attendance Rosters (First of Year)	*TAKS Math Assessments (End of Year) *SBISD Math Benchmark Assessments (End of Year) *Walk Through (End of Year) *Summ Conferences (End of Year) *Admin Forms (End of Year)

13	<p>Science - The Science Intervention Specialist will work with K-5 teachers in order to support teachers as they implement the science TEKS and use FOSS Kits and Social Studies TEKS. The SIS will order science/social studies materials and help teachers prepare children for successfully passing the Science TAKS Test. First grade will continue Science Box presentations several times during the year.</p>	<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	<p>*Science Intervention Specialist *First Grade Team Leader</p>	<p>*Title I Funds - \$59,981 *SBISD Science Admin *TAKS Materials *Foss Kits *Science Box Presentations</p>	<p>*Lesson Plans (Weekly) *Teacher Observations (First of Year) *Teacher Conferences (First of Year) *Teacher -Made Social Studies Assess. (First of Year) *5th Grade SCI TAKS Test (First of Year) *5th Grade Sci Benchmarks (First of Year) *Requisitions/Purchase Orders (Fall/Spr)</p>	<p>*Lesson Plans (Weekly) *Teacher Observations (Wkly) *Walk Through (End of Year) *SIS - Science Logs (End of Yr.) *Science Materials (End of Yr.) *Teacher Made Social Studies Assessments (End of Year) *5th Grade Science TAKS Test (End of Year) *Attendance Roster for 1st Grade Science Box Presentations (End of Year)</p>
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14	<p>K-5 teachers will attend Science TAKS training and implement the acquired knowledge into the classroom. Science TAKS materials will be purchased. Opportunities to observe master teachers and attend professional workshops and conferences will be provided.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>*Administration *School Improvement Specialist - Science</p>	<p>*Science TEKS *SBISD Science Admin. *FOSS Kits *Title I Funds - \$4,000 *Science TAKS Materials</p>	<p>*Sci TAKS Assessments (First of Year) *SBISD Sci Benchmark Assess(First of Yr.) *Walk Through (Weekly) *Attendance Rosters (Per Training) *Training Dates/Eval. (Per Training) *Teacher Appraisals (First of Year) *Teacher Made Soc. Studies Assessments (First of Year)</p>	<p>*SCI TAKS Assess (End of Yr.) *SBISD Sci Assess(End of Yr.) *Walk Through (Weekly) *PDLG Forms (End of Year) *Teacher Appraisals (End of Yr.) *Teacher Made Social Studies Assessments (End of Year)</p>
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15	<p>Content Intervention - Identify the specific needs of students failing Reading, Writing, Math and Science TAKS, retainees, and students working below grade level and target them all year. Initiate STATs, monitor 9 Week Benchmark Assessments, checkpoints, report cards, and conference with teachers and targeted students. Provide appropriate interventions such as tutoring, OEY, peer tutoring, mentoring, computer assisted instruction, intervention specialists, summer</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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>*Principal *Assistant Principals *21st Century Coordinator</p>	<p>*SBISD TAKS Assess. *Computer Assisted Prog. *RR/DLL/DST Teachers *Mentors *21st Century Coord. *Intervention Specialist (Summer School) *Volunteers *Tutors *Counselors *State Comp Ed. \$3,500 Title I - \$7,000 (OEY)</p>	<p>*Action Plan Conference (First of Year) *SBISD TAKS Assess. (First of Year) *Computer Reports (First of Year) *Action Plan Monitoring Forms (1st of Yr.) *STATS (First of Year) *DRA/QRI/Obs. Survey (First of Year) *SBISD Benchmarks (First of Year) *Prog. Reports (3 wks before rpt cards)</p>	<p>*TAKS Assess. (End of Year) *Action Plan Monitoring Forms (End of Year) *Attendance Logs/Payroll forms (End of Year) *Reading, Writing, Math, Science TAKS Scores (End of Year)</p>
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16	Continue the Gifted and Talented Program in order to increase the number of Hispanic and minority students in the district's GT Program (Spiral).	<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 *Assistant Principals *GT Liaison *Librarian	*SBISD GT Admin. *GT Curriculum *GT Teachers *Naglieri Assessments *Envir. Opp Profile *Screen Comm *Counselors *Librarian *GT Staff Development	*Naglieri Assessments (First of Year) *Lesson Plans (Weekly) *Walk Through (Weekly) *DRA (First of Year) *Benchmarks (First of Year)	*Naglieri Assessments (End of Year) *TAKS (End of Year) *Student Products (End of Year)
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17	Ridgecrest Elementary School will continue to provide TAKS Camps for students in grades 3-5 to address TAKS objectives and to provide additional support for students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	*Principal *Instructional Team Leader	*AMI Funds *Teachers *Administrators *Benchmark Data *SIS *Intervention Specialists *Title I - \$3000	*TAKS Results (Spring) *Benchmark data (each nine weeks)	*Attendance Logs *Payroll Forms *TAKS Results (Spring)
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Student Performance

Campus Goal: Ridgecrest Elementary will be a campus that promotes a college-focused student body and will prepare students with the tools for success in middle and high school in order for them to be successful after high school graduation.

Campus Objective: Improve individual capacity of its staff and students by developing and allocating resources that will enhance instruction and learning.

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	<p><u>Reading/Social Studies</u> Continue the vertical Language Arts/ESL/Bil. Committee to facilitate educational growth by sharing and promoting successful strategies, discussing TEKS/TAKS alignment, SBISD Language Arts Curriculum, discussing curriculum implementation, using assessment data, ordering materials, sharing information, and addressing staff development needs to assure effective transitions between grade levels. Members of the committee will share information with their teams.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	*Administration *School Improvement Specialist - LA *Intervention Specialist - LA	*SIS - Language Arts *TEKS *Language Arts/ESL/Bil. Committee Members *SBISD Reading/Social Studies Curriculum *Intervention Specialist *Accel Reader Report *Literacy Team *Compass Report *ADM Data *Outreach Team - VIS Day	*Committee Minutes (monthly) *Title I Implementation Pre-Survey (Fall)	*Evaluation of Vertical Team Meetings (End of Year) *Title I Implementation Post-Survey (End of Year) *Teams' Minutes (End of Year)
2	<p>The SIS- Language Arts, Intervention Specialist - LA, Reading Recovery /DLL and Reading Specialists will continue to support regular classroom teachers in grades K-5. Materials will be purchased and training will be provided to support the development of comprehension, vocabulary development and fluency.</p>	<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	*Reading Recovery/DLL/DST Teachers *School Improvement Specialist - LA *Intervention Specialist - LA	*SIS - Language Arts *Reading Recovery /DLL /DST *SBISD Teacher Leaders *Title I - \$121,747	*Teacher Observation surveys (First of Year) *Student DRA/OS Reading Levels (First of Year)	*Teacher Observation Survey (End of Year) *SBISD Reading Benchmark Assessments (End of Year) *Student DRA/QRI Reading Levels (End of Year) *Purchase Orders of Materials (End of Year)

3	<p>Writing K-5 teachers will attend trainings on the SBISD Language Arts Curriculum, Writer's Workshop Interactive Writing, Guided Writing, Shared Writing, The Trait Scoring Guide and the integration of social studies.</p>	<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	<p>*Administration *School Improvement Specialist - LA *Intervention Specialist - LA</p>	<p>*SIS - Language Arts *Writer's Wkshp Handbook *Trait Scoring Guide *Consultants *SBISD Writing Poster *Balanced Lit Institute *N J Writing Project *L. Marquez - *Title I - \$2000</p>	<p>*TAKS Writing Assess. (First of Year) *Training Dates/Evals (First of Year) *Writing Samples (Fall, Mid-Year) *SBISD 4th Grade Writing Benchmarks (First of Year)</p>	<p>*Attend. Rosters (End of Year) *TAKS Writing Scores (End of Year) *Writing Samples (End of Year) *SBISD 3rd Grade Writing Benchmarks (End of Year) *PDLF Forms (End of Year)</p>
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4	<p>Math Continue vertical Math Committee to facilitate educational growth by sharing and promoting successful strategies, discussing TEKS/TAKS alignment, SBISD Math Curriculum using assessment data; ordering materials, sharing district information, and addressing staff development needs to assure effective transitions between grade levels. Members of the committee will share information with their teams.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>*Administration *School Improvement Specialist - Math</p>	<p>*SIS - Math *SBISD Math Curriculum *Compass Program *ADM Data *Computer Programs</p>	<p>*Math Committee Minutes (First of Year)</p>	<p>*Evaluation of Math Committee (End of Year) *Teams' Minutes (End of Year)</p>
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5	<p>Teachers will receive training in the SBISD Math Curriculum, Math Differentiation, Math Their Way, Math Workshop, problem solving, math fact expectations, math manipulatives, and other math strategies. The SIS-Math will work with groups of students during the year. Opportunities will be provided where upper grade students will tutor lower grade students on math facts.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>*School Improvement Specialist - Math *Administration</p>	<p>*SBISD SIS - Math *District/Campus Staff Development *Math Manipulatives *Textteams *SBISD Technology Resources *SBISD Math Admin. *Computers *Marilyn Burns *Early Childhood Math Workshops</p>	<p>*Title I Implementation Surv(First of Yr) *Training Dates/Evaluations (Per Training) *Agendas , Sign-Ins (Per Training) *Walk Throughs (Per Semester)</p>	<p>*Title I Implementation Survey (End of Year) *Attend. Rosters (End of Year) *PDLF Forms (End of Year) *TAKS Scores (End of Year) *Teacher Appraisals (End of Year) *Benchmarks (End of Year)</p>
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6	<p>Science Create a vertical Science Committee to facilitate educational growth by sharing and promoting successful strategies discussing TEKS/TAKS alignment, discussing curr. implementation, using assessment data, ordering materials, sharing district information, and addressing staff dev. needs to assure effective transitions between grade levels. The committee will have in depth discussions about science and social studies and the information will be shared with teams.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>*Assistant Principal *Science Intervention Specialist</p>	<p>*Curr Design Members *Science TEKS *SBISD Science Std Curr *SBISD Benchmark Assess *Science TAKS Assess *FOSS Kits *Bridging to TAKS *Science Center Activities</p>	<p>*Comm Meeting Minutes (First of Year) *SBISD Science TAKS Assess. (First of Year) *SBISD Sci TAKS Assess. (First of Year) *Teacher Made Science Assessments</p>	<p>*Evaluation of Science Committee (End of Year) *Sci TAKS Assess(End of Yr) *SBISD Science TAKS Assessments (End of Year) *5th Grade Science TAKS Test Scores (End of Year)</p>
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7	<p>Enrichment Team - Grade Level Teams and the Enrichment Team (H.F., Music, Art, Library) will communicate every nine weeks about TEKS being taught in the classrooms so that the Enrichment Team can provide support. Communications between Team Leaders will occur during Team Leader monthly 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	*Enrichment Team Leader *Assistant Principal	*Grade Level TEKS *Enrichment Teams' TEKS *K-5 Roadmaps *Team Leaders *Team Leaders Meeting	*Meeting Minutes (First of Year)	*TAKS Scores (End of Year) *SBISD Assessments (End of Year) *Report Cards (End of Year) *Team Leader Minutes (Monthly)
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8	<p>Continue the vertical Technology Committee. The committee members will have in depth discussions about technology and will share information with their teams. Training will be provided for teachers and students in multimedia technology with applications in the classrooms such as Gradebook and ACTIVboard.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	*Assistant Principal	*Computer Programs *LEP Assistant *Librarian *Contract Employees	*Tech. Comm. Minutes (First of Yr) *Technology Survey (First of Year) *Lesson Plans (Weekly) *Training Dates/Evals. (Per Training) *Attendance Rosters (Per Training)	*Student Created Projects (End of Year) *Lab Schedules (End of Year) *Completed Classroom Projects Posted on Ridgecrest Web Site (End of Year)
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Student Performance

Campus Goal: Ridgecrest Elementary School will ensure that all students learn skills that will ensure that they develop socially and emotionally in order to create a strong foundation in ethics and character.

Campus Objective: Develop skills that will help students develop positive relationships, make good and ethical decisions, respect others and behave responsibly.

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	<p><u>SOCIAL AND EMOTIONAL LEARNING</u> - All teachers will be informed on SEL as the process of developing social and emotional skills in the context of safe, caring, well-managed and engaging learning environments.</p>	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal SEL Members	SEL - Binder SEL - Members	*Title I Implementation (First of Year Surveys) *Discipline Data (Previous Year)	*Title I Implementation Post Surveys (End of Year) *End of Year Discipline Data *(End of Year) Student Conduct Grades
2	<p><u>Character Education:</u> Counselors will teach weekly classes on skills that foster ethical, responsible and caring students by modeling and teaching good character.</p>	<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	Counselors	*TRIBES *SEL *Building Developmental Assets"	*Discipline Referrals to office	*Discipline Data (End of Year) *Student Conduct Grades (End of Year)

Mentor: A mentoring program will be established to help students who are struggling in the classroom with academics and/or emotional skills. Mentors will be assigned to students to meet with them on a weekly basis.

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

Counselors CIS	*TRIBES *SEL *Building Developmental Assets"	*Title I Implementation Pre-Surveys (First of Year) *Discipline Data (First of Year	*Discipline Data (End of Year) *Student Conduct Grades (End of Year) *Student Assessment Data
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Student Performance

Campus Goal: Ridgecrest Elementary will plan and organize a wide range of school-sponsored activities outside the classroom.

Campus Objective: Engage students, parents, staff and community by providing opportunities and trainings to participate and contribute to the planning and implementation of activities for students.

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 the Ridgecrest Student Council to model the democratic process and participate in site-based decision making. The student council and safety patrols will incorporate the use of multi- media technology to present school wide announcements.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	*Counselors	*Student Council *Student Council Constitution *Counselors *Students *Librarian *LEP Assistant	*Student Survey (First of Year)	*Student Survey (End of Year) *Meeting Dates/Agendas (End of Year) *RGE-TV Announcements (End of Year) *Student Council Officers (End of Year)
2 Health Fitness Demonstration: Students will be invited to participate in the health fitness demonstration. This is held on the weekend when students will perform activities they have learned in their Health Fitness class. Parents will be invited to attend.	<input checked="" 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	Health Fitness Instructor Assistant Principal	Health Fitness Curriculum TEKS	Health Indicators Student Survey	Health Fitness Physical Goals Student Survey

Student Learning Trips: Each grade level will plan at least 2 learning trips that will be aligned with the TEKS. The teachers will incorporate these learning experiences into the grade level curriculum

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

Grade Level Team Leader
Teacher
Assistant Principal

TEKS
Curriculum

Student Writing Samples
Attendance
DRA Assessment

Safety

Campus Goal: Ridgecrest Elementary will ensure that all staff, students and parents promote an environment of safety and respect as part of the pervasive culture on campus.

Campus Objective: Ensure that students and staff have the tools to create and maintain a positive and safe environment.

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	Discipline: Teachers will be trained in the SEL model to provide a positive learning environment where students feel valued by their peers and teachers.	<input checked="" 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	Counselors SEL Team	SEL Curriculum	Discipline Referrals Conduct Grades	End of Year Discipline Data
2	Campus Multi-hazard Emergency Operations Plan: The basic plan will be reviewed yearly and updated to provide guidance for emergency management activities in the event of an emergency/disaster.	<input checked="" 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 checked="" type="checkbox"/> CSP	*Campus Multi-hazard Emergency Operations Team *Administrative Team	*SBISD Police Department *Transportation	*EOP Plan *Fire Drill Records *Bus Evacuation Drills	*Police Department Assessment of Plan *Fire Marshal Inspection

Campus Safety: Teachers and staff will maintain a high regard for safety on the campus. Visitors will be checked into the front office using the V-Soft program. There will be a review of procedures for releasing students from the campus to the appropriate adult. Procedures will also be reviewed regarding visitors on campus. Close supervision of students at all times will be strictly enforced.

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

Teachers/Staff
Front Office Staff
Administration

*V-Soft Program
District Policy

*Parent and Student Surveys
*Police incident reports

*End of Year Parent and Student Surveys
*Police incident reports

Operations

Campus Goal: There will be checks and balances in place as part of a strategies plan to ensure that Ridgecrest Elementary is fiscally responsible and efficient in the use of resources and monetary support for student achievement.

Campus Objective: Guarantee that all finances are meeting district and state standards of accountability through training and awareness of budget procedures and rules.

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 <u>Energy Management:</u> A review of the Energy Management Plan will be completed with the staff. Staff will be informed of energy efficient steps that need to be taken in order to save on electricity and energy usage.	<input checked="" 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	*Energy Management	*Energy Management Feedback	*Energy Management Report
2 <u>Title I Funds:</u> The allocation of Title I funds will be done in an efficient manner in order to help our parents and students be successful in the education process.	<input checked="" 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	*Title I Coordinator	*Title I Reports	*End of Year Title I Reports

General Budget/Activity Fund: Expenditures and receipts will be handled according to district guidelines. The purchases or materials will be done in order to help students in the learning process.

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

*Principal

*Finance Department
*Board Policies

*Monthly Reconciliations
*Student Academic Data

*End of Year Financial Reporting
*End of Year Balancing

Community

Campus Goal: Ridgecrest Elementary will ensure that students, parents and the community are engaged in strong partnerships with the school in order to ensure that all stakeholders are involved in students' attaining their educational goals.

Campus Objective: Develop and increase the commitment of all stakeholders by attending community meetings and providing information to inform them of the needs of the campus and students.

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 Students in Grades K-5, teachers and parents will have access to mobile labs and digital cameras to improve English and other content areas.	<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	*Administration *LEP Assistant *Librarian *CIS	*Mobil Labs *Digital Cameras *Classroom Teachers *Technology Committee	*IPT Scores (Beginning of Year) *Blue Monitoring Forms (Each Nine Weeks) *TAKS Scores (Spring) *DRA/OS Results (Spring)	*IPT Scores (End of Year) *Report Cards (End of Year) *Lab Schedules (End of Year) *Blue Monitoring Forms (End of Year) *Benchmarks (each nine weeks) *DRA/OS Results (Spring)

2	<p>Parents will have opportunities to meet with staff for conferences, meetings and trainings. Curriculum, CIS and Library nights will take place weekly. Information will be communicated in various forms to staff, parents and community. These forms will include, telephone call-out, flyers, Marquee announcements and Calendars.</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	<p>*Principal *Counselors *Nurse *CIS Project Director *PTA *Enrichment Team</p>	<p>*Administrative Staff *Students *Parents *Teachers *Title I Funds - \$2,000 *PTA *Flyers/Newsletters *Community *School/Home Compact *Business Partners *Marquee *Transportation *CIP *CIT *Report Card/Progress Report Schedule *SBISD Middle Schools *PTA</p>	<p>*Volunteer Participatory Hrs (1st of Yr) *Discipline Data (First of Year) *Parent Survey (First of Year) *Agendas and Sign-Ins (Per Meeting)</p>	<p>*Parent Attendance at Events (Per Meeting) *Parent Conference Logs (End of Year) *Title I Parent Meeting Minutes (End of Year) *School/Home Compacts (End of Year) *Calendar of Events (End of Year) *Flyers/Newsletters (End of Year) *Fund Raising Profits (End of Year) *Student Performance Progs. (End of Year) *Parent Surveys (End of Year) *Discipline Data (End of Year)</p>
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3	<p>Using the SBISD Student/Parent Handbook as a guide, teams will plan, submit, and implement a team discipline management plan which supports TRIBES agreements which will be shared with parents.</p>	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>*Assistant Principals *Team Leaders</p>	<p>*Team Discipline Plan *SBISD Student/Parent Handbook *TRIBES Agreements *Teams</p>	<p>*Discipline Data (First of Year) *Report Cards (First of Year)</p>	<p>*Team Discipline Management Plans (End of Year) *Discipline Data (End of Year) *Report Cards (End of Year)</p>
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4	<p>Ridgecrest Elementary will continue to be a SBISD Good Neighbor. The school will participate in 3 activities to reach out to the community.</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	<p>PTA Administration</p>	<p>CIS Counselors PTA</p>	<p>Parent Surveys Volunteer Participation</p>	<p>Parent Participation Year end survey</p>
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People

Campus Goal: Ridgecrest Elementary will create a climate of professional respect and growth opportunities for advancement in order to recruit and retain highly qualified teachers and staff.

Campus Objective: Create a working environment that promotes professional growth, positive professional relationships and personal satisfaction.

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 Staff members will participate in a book/article study/shared articles group for professional development. Site visitations to observe master teachers at other schools or at Ridgecrest will be provided.	<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	*Literacy Team *School Improvement Specialist - LA *Intervention Specialist - LA	*Books/Articles *Title I - \$862	*Teacher Survey (First of Year) *Attendance Roster (Per Meeting) *Purchase Orders for books (fall/spring)	*Teacher Survey (End of Year) *Book Orders (End of Year) *Articles (End of Year)
2 The vertical School Spirit Committee will organize employee appreciation activities and plan other social activities throughout the school year. The monthly balance will be recorded in the minutes. Members of the committee will share information with their teams.	<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	*Administration *Committee Chairperson	*Spirit Committee *Spirit Committee By-laws *Spirit Committee Dues	*Employee Attendance (First of Year) *Survey (First of Year) *Team Minutes (Monthly)	*Employee Attendance (End of Year) *Calendar of Activities (End of Year) *Committee Minutes (End of Year) *Survey (End of Year) *Teams' Minutes (End of Year)

3	Climate: Implement a staff recognition system that recognizes above and beyond effort and motivation for student achievement. Make nominations for District Employee of the Month.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	*Assistant Principals	*District Nominations *Spirit Committee Funds	*Teacher Survey	*End of Year Teacher Survey *Staff Retention
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4	Teacher of the Year: Participate in nominations for teacher of the year representative from Ridgecrest.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	*Principal	*PTA *District Teacher of the Year Process	*District Requirement *Staff Survey	*End of Year Survey *Teacher Retention
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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	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	____ SCE FTE's (list staffing and funding) Title III - \$56,852	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data
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	Director Language Arts Campus Principal Language Arts SIS Reading intervention support staff	Comprehension Toolkit C & I Portal	Running records Miscue analysis Reading inventory	Spring DRA Evaluation Running records

3 Required	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	Support Instructional Specialist Intervention Specialist	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.
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. Prin. 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
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 checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	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
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

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

10	(Title II,A&D) The CIT, teachers and administrators will complete prof. dev. in clearly defined focus areas to meet No Child Left Behind (NCLB), District and campus goals and participate in campus and district prof. dev. survey accountability training.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Team Leaders School Improvement Spec. Intervention Specialists	Title II A Title II D Content Area Directors	Prof. dev. documentation - per training Campus surveys- Spring District surveys - Spring	Summative appraisals Results of surveys Staff Survey
Required						
Federal						

11	The CIT, teachers, administrators, other staff members and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Parent Involvement Comm. CIT Instructional Leadership Team	Ext. Funding/Compl.Dept.	Agendas, Sign-Ins, Minutes per planning meeting Calendar, Agenda, Sign- Ins per training session	Training evaluation Parent evaluation or survey
Required						
Federal						

12	(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 Appraisals/ Teacher walk through observations.
Required						
State						

13	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 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. 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
Required						
Local						

14	(Safe & Drug Free Schools) Provide professional development based on level of expertise and need in the following areas: a) Bullying Prevention b) Violence/conflict resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Prevention Curriculum training f) No Place For Hate	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	SDFSC Asst. Admin. Region IV Community Professionals Anti-Defamation League	Calendar of Inservice Dates Agendas, Sign-Ins Training Evaluations Lesson Plans	Fall & Spr per training per training weekly	Attendance Rosters Prof. Dev. Evaluations PEIMS 425 Incident Report Staff Survey
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15	Review and revisit both the Home/School Compact and Parental Involvement Policy offer several opportunities for parent input develop, with parent input, current school year compact and policy in appropriate language(s)-English/Spanish share compact with parents and document	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Parental Involvement Comm. CIT Title I Contact	Ext. Funding/Compliance Department	Flyers, Agendas, Sign- ins Minutes, Parent Comments Final revised Compact Signed Compact	per meeting per meeting Fall Fall	Final Revised Compact Signed Compacts Compact usage data
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16	Promote parent and community involvement in TAOD and violence prevention programs/activities.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal	SDFS Staff Local Law Enforce. Off. Community Professionals	Agendas, Sign-Ins Training Evaluations	per training per training	Participant Rosters Program Calendar Parent Evaluations Surveys
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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 Offer a flexible number of meetings.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal AP Title I Contact	Ext. Funding/Compliance Department	Flyers, Agendas, Sign-Ins Minutes, Parent Comments	per meeting per meeting	# of parents attending Parent evaluation or survey
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18	(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
Required						
Federal						

19	Recruit and retain highly qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the Website and by participating in job fairs.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Prin Instructional Leadership Team Team Leaders Technology Team Classroom Teachers	School Improvement Spec. Human Resources No Child Left Behind	Job Fairs- Spring Update Website- Fall/Spring	Applications submitted Personnel Roster
Required						
Federal						

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.	<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. Prin..	PK School Director PK. and Kinder teachers	Identify K 07/08 students Spr 07 Identify feeder PK & HS sts Spr 07 Round-Up Flyer by April 07	Evaluation of transition strategies/ progress PK -1 Round-Up Sign In Round-Up Parent Evaluation Spring Update Website
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	Principal Assistant Principal School Improvement Spec. Intervention Specialists	Curriculum Directors DDI trained teachers	Calendar Fall and Spring Edmin Reports Monthly Lesson Plans Weekly Appraisals Fall and Spring Walk-thru documentation per semester	End of Year EDMIN Reports Summative Evaluations
Required						
Local						

