

Student Performance

Campus Goal: Spring Branch Elementary will become a "recognized" campus without the required improvement clause by providing a relevant and rigorous curriculum.

Campus Objective: 1) All grade levels will rise to or maintain a level of 90% or above in the areas of reading, math, and writing. 2) Science scores at SBE will increase to 85% or above. 3) All commended performance levels will increase by 6 points or more.

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>
<p>1 <u>Language Arts</u></p> <p>1. Provide personalized reading instruction for every child based on on-going reading assessments (running records) and data conferences (student portfolios).</p> <p>2. Implement the Bilingual /ESOL Continuum in all classrooms to ensure ELA.</p> <p>3. Conduct a book study about literature circles with intermediate teachers utilizing the title Grand Conversations.</p> <p>4. Carry-out three RIF distributions to ensure that each student builds a library at home.</p> <p>(continued)</p>	<input checked="" 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	Principal Assistant Principal Language Arts SIS Bil. Intervention Specialist Reading Recovery Teacher Descub. Lecture Teacher Team leaders	NCLB Data Binder Literacy Portfolios Guided Reading library Literature Circle Library Grand Conversations Comprehend. Toolkits Nat'l Geog. Nonfiction Workshop Strategies that Work Bilingual/ESOL Continuum Title I Mag/Per- \$2925 Other Books - \$2500 Supplies - \$3358 Houston A+ - \$3299	Observation Surveys (fall/mid-year) DRA/EDL (fall/mid-year) Benchmarks (fall/mid year) TAKS Release Test Report Cards (each 9 weeks) Progress Reports (each 9 weeks) ESOL Addendum's (each 9 weeks) Anecdotal Records for Language Acquisition (ARLA)	Observation Surveys (end of yr.) DRA/EDL (end of year) TAKS Report Cards (cum. grades) ESOL Addendum's (each 9 weeks) TELPAS Requisitions

1

<p>(continued)</p> <p>Language Arts</p> <p>5. Meet as teams to build student portfolios, study language arts data, and identify strengths, gaps, and needs.</p> <p>6. Provide reading intervention for every student (first through fifth grade) who shows need per district benchmarks & DRA/EDL.</p> <p>7. Provide Reading Recovery and Descubriendo la lectura to every first grade child who qualifies per guidelines.</p> <p>8. Purchase supplemental reading materials and manipulatives to support literacy.</p>	<input checked="" 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	<p>Principal Assistant Principal Language Arts SIS Bil. Intervention Specialist Reading Recovery Teacher Descub. Lecture Teacher Team leaders</p>	<p>NCLB Data Binder Literacy Portfolios Guided Reading library Literature Circle Library Grand Conversations Comprehend. Toolkits Nat'l Geog. Nonfiction Workshop Strategies that Work Bilingual/ESOL Continuum</p> <p>Title I Mag/Per- \$2925 Other Books - \$2500 Supplies - \$3358</p> <p>Houston A+ - \$3299</p>	<p>Observation Surveys (fall/mid-year) DRA/EDL (fall/mid-year) Benchmarks (fall/mid year) TAKS Release Test Report Cards (each 9 weeks) Progress Reports (each 9 weeks) ESOL Addendum's (each 9 weeks) Anecdotal Records for Language Acquisition (ARLA)</p>	<p>Observation Surveys (end of yr.) DRA/EDL (end of year) TAKS Report Cards (cum. grades) ESOL Addendum's (each 9 weeks) TELPAS Requisitions</p>
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2

<p>Mathematics</p> <p>1. Utilize multiple levels of questions (checking for understanding, justifying answers, & extending current thinking) in all math classrooms, pre-kinder through fifth.</p> <p>2. Provide training in each problem-solving strategy and create schoolwide posters with icons.</p> <p>3. Utilize the SBISD Problem Solving Rubric as both a tool for assessment as well as an instructional tool with all students.</p> <p>4. Meet as teams to desegregate benchmark data and identify strengths, gaps, and needs.</p> <p>(continued)</p>	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal Assistant Principal Mathematics SIS Bil. Intervention Specialist Team leaders After School Instructor</p>	<p>NCLB Data Binder Bloom's Taxonomy Flip Charts SBISD Problem-Solving Rubrics Bilingual/ESOL Continuum Exemplar Word Problems</p> <p>Title I Materials \$3358</p> <p>Houston A+ \$1558</p>	<p>Lesson plans (weekly) Benchmarks (fall/mid year) TAKS Release Test Report Cards (each 9 weeks) Progress Reports (each 9 weeks) ESOL Addendum's (each 9 weeks)</p>	<p>Benchmarks (end of year) TAKS Report Cards (each 9 weeks) Progress Reports (each 9 weeks) ESOL Addendum's (each 9 weeks) Schoolwide posters Requisitions</p>
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<p>(continued)</p> <p>Mathematics</p> <p>5. Provide math intervention for every student (first through fifth grade) who shows need per district benchmarks and the SBISD Problem-Solving Rubric.</p> <p>6. Create a Math club during after school hours to nurture a love of problem-solving.</p> <p>7. Implement the Bilingual /ESOL 07-08 continuum in all classrooms to ensure ELA.</p> <p>8. Purchase supplemental materials and manipulatives to support math instruction.</p>	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal</p> <p>Assistant Principal</p> <p>Mathematics SIS</p> <p>Bil. Intervention Specialist</p> <p>Team leaders</p> <p>After School Instructor</p>	<p>NCLB Data Binder Bloom's</p> <p>Taxonomy Flip Charts</p> <p>SBISD Problem-Solving</p> <p>Rubrics</p> <p>Bilingual/ESOL Continuum</p> <p>Exemplar Word Problems</p> <p>Title I</p> <p>Materials \$3358</p> <p>Houston A+ \$1558</p>	<p>Lesson plans (weekly)</p> <p>Benchmarks (fall/mid year)</p> <p>TAKS Release Test</p> <p>Report Cards (each 9 weeks)</p> <p>Progress Reports (each 9 weeks)</p> <p>ESOL Addendum's (each 9 weeks)</p>	<p>Benchmarks (end of year)</p> <p>TAKS</p> <p>Report Cards (each 9 weeks)</p> <p>Progress Reports (each 9 weeks)</p> <p>ESOL Addendum's (each 9 weeks)</p> <p>Schoolwide posters</p> <p>Requisitions</p>
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<p>Science</p> <p>1. Implement new science curriculum and utilize C&I Portal daily in all classrooms, pre-kindergarten through fifth grade.</p> <p>2. Utilize science journals in all classrooms, third through fifth grade.</p> <p>2. Send each grade level on at least one science related study trip...correlated with TEKS.</p> <p>3. Implement a co-teach classroom at fifth grade to provide for rich English input for ALL students (English and Spanish speakers).</p> <p>(continued)</p>	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal</p> <p>Assistant Principal</p> <p>Science Intervention Spec.</p> <p>Bil. Intervention Specialist</p> <p>Team leaders</p>	<p>NCLB Data Binder</p> <p>C&I Curriculum Portal</p> <p>FOSS Kits</p> <p>AIMS Investigations</p> <p>Bilingual/ESOL Continuum</p> <p>Title I</p> <p>Study Trips - \$3300</p> <p>Materials - 3358</p>	<p>Lesson plans (weekly)</p> <p>Benchmarks (fall/mid year)</p> <p>TAKS Release Test</p> <p>Report Cards (each 9 weeks)</p> <p>Progress Reports (each 9 weeks)</p> <p>ESOL Addendum's (each 9 weeks)</p> <p>Science journals</p>	<p>Benchmarks (end of year)</p> <p>TAKS</p> <p>Report Cards (each 9 weeks)</p> <p>Progress Reports (each 9 weeks)</p> <p>ESOL Addendum's (each 9 weeks)</p> <p>Requisitions</p> <p>Science Journals</p>
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3	(continued)	<input checked="" type="checkbox"/> CNA	Principal	NCLB Data Binder	Lesson plans (weekly)	Benchmarks (end of year)
	Science	<input type="checkbox"/> SRS	Assistant Principal	C&I Curriculum Portal	Benchmarks (fall/mid year)	TAKS
	4. Offer three fifth grade science camps prior to the spring TAKS test to close curricular gaps and attend to identified needs.	<input type="checkbox"/> QS	Science Intervention Spec.	FOSS Kits	TAKS Release Test	Report Cards (each 9 weeks)
	5. Meet as teams to desegregate benchmark data and identify strengths, gaps, and needs.	<input type="checkbox"/> PD	Bil. Intervention Specialist	AIMS Investigations	Report Cards (each 9 weeks)	Progress Reports (each 9 weeks)
	6. Provide English and Spanish science intervention for every student (fifth grade) who shows need per district benchmarks.	<input type="checkbox"/> PI	Team leaders	Bilingual/ESOL Continuum	Progress Reports (each 9 weeks)	ESOL Addendum's (each 9 weeks)
	7. Purchase supplemental science materials and manipulatives to investigations.	<input type="checkbox"/> T			ESOL Addendum's (each 9 weeks)	Science journals
		<input checked="" type="checkbox"/> TDA		Title I	Science journals	Requisitions
	<input checked="" type="checkbox"/> MTA		Study Trips - \$3300		Science Journals	
	<input type="checkbox"/> AQT		Materials - 3358			
	<input type="checkbox"/> CSP					

4	Additional Staffing	<input type="checkbox"/> CNA	Principal	Title I \$118,535	Spring Branch Elementary Staffing	Spring Branch Staffing Reports
	1. Hire a half-time specialist with reading recovery certification to work with teachers and at-risk students in grades PK-2 (Campus Title funding.)	<input checked="" type="checkbox"/> SRS	Asst. Principal	FTE's - 3	Reports	Appraisals
	2. Hire a full time intervention specialist with Descubriendo la lectura certification to work with teachers and at-risk students in grades PK-2 (District Title funding).	<input checked="" type="checkbox"/> QS	Bil. Intervention Specialist		Appraisals	
	3. Hire a half-time intervention specialist with bilingual certification and expertise in reading and math additional to work with teachers and at-risk students in grades K-5.(Campus Title funding).	<input type="checkbox"/> PD	Reading Recovery Teacher			
	4. Hire a full time intervention specialist with expertise in science to work with teachers and at-risk students in grades K-5.(Campus Title funding).	<input type="checkbox"/> PI	Descub. la Lectura Teacher			
	<input type="checkbox"/> T	Science SIS				
	<input type="checkbox"/> TDA					
	<input type="checkbox"/> MTA					
	<input type="checkbox"/> AQT					
	<input checked="" type="checkbox"/> CSP					

Student Performance

Campus Goal: Spring Branch Elementary will provide a college focus throughout the school year by building an academic foundation for all students and nurturing college aspirations.

Campus Objective: 1) 100 % of all Spring Branch Elementary classrooms will provide small group instruction/intervention to address the academic needs of every student. 2) 100% of the Spring Branch Elementary staff will participate in at least one college-bound activity.

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	<u>Beyond Elementary School</u>	<input type="checkbox"/> CNA	Assistant Principal	Admin. Team	List of identified students (December)	Agendas
	1. Fourth and fifth grade teachers will meet with the administrative team, the counselor, CIS, and a representative from the middle school to discuss Pre-AP classes and graduation requirements.	<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	Counselor	Instructional Team Classroom teachers	DRA/EDL (fall/mid-year) Benchmarks (fall/mid year) TAKS Release Tests Report Cards (each 9 weeks) Progress Reports (each 9 weeks)	List of Identified students TAKS data Report Cards
	2. The counselor and the administrative team will meet with parents to discuss Pre-AP classes and graduation requirements.	<input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP		Counselor and CIS NCLB Binder	Data Binders	
	3. The administrative team, classroom teachers, and counselor will meet to identify students who meet criteria for pre-AP classes and plan to support the students in their efforts.			Graduation Paths		

2	SNAPP (Students Need a Pat and Push)	<input type="checkbox"/> CNA	Assistant Principal	Mentoring Applications	SNAPP Applications (August)	SNAPP Applications (August)
	1. During the first nine weeks, staff members interested in serving as SNAPP buddies for students will submit an application for the SNAPP binder.	<input type="checkbox"/> SRS	Counselor	NCLB Binder	List of identified students (each 9 wks)	List of identified students (annual summary)
	2. Students identified as underperforming or at risk of failing will be given the opportunity to select a SNAPP buddy from the staff applications in the mentor binder.	<input type="checkbox"/> QS			Mentoring Log (ongoing)	Mentoring Log (ongoing)
		<input type="checkbox"/> PD			Observation Surveys (fall/mid-year)	Observe. Surveys (end of year)
		<input type="checkbox"/> PI			DRA/EDL (fall/mid-year)	DRA/EDL (fend of year)
		<input type="checkbox"/> T			Benchmarks (fall/mid year)	TAKS
		<input type="checkbox"/> TDA			TAKS Release Test	Report Cards (end of year)
		<input type="checkbox"/> MTA			Report Cards (each 9 weeks)	
		<input type="checkbox"/> AQT			Progress Reports (each 9 weeks)	
		<input type="checkbox"/> CSP				
	3. SNAPP buddies will build a personal relationship with students by engaging in ongoing activities such as monthly lunch, academic checkups, encouraging notes, etc.					

3	Intervention	<input checked="" type="checkbox"/> CNA	Principal	Teacher Data Binders	Observation Surveys (fall/mid-year)	Observation Surveys (end of yr.)
	1. Teachers will create data binders including DRA's, benchmarks, checkpoints, report card grades and on-going interventions for each child.	<input type="checkbox"/> SRS	Assistant principal	Benchmarks	DRA/EDL (fall/mid-year)	DRA/EDL (end of year)
	2. The Instructional Team will review data bi-monthly to monitor and adjust individualized programs for students.	<input checked="" type="checkbox"/> QS	Instructional Team	Curriculum & Instruction Portal	Benchmarks (fall/mid year)	TAKS
		<input type="checkbox"/> PD	Admin.		TAKS Release Test	Report Cards (cum. grades)
		<input type="checkbox"/> PI	SIS's		Report Cards (each 9 weeks)	ESOL Addendums (each 9 weeks)
		<input type="checkbox"/> T	Intervention Spec.	Title I	Progress Reports (each 9 weeks)	TELPA
		<input checked="" type="checkbox"/> TDA	Diagnostician	Tutoring - \$6000	ESOL Addendums (each 9 weeks)	Lesson plans
		<input checked="" type="checkbox"/> MTA	Counselor		Lesson Plans	Requisitions
		<input type="checkbox"/> AQT	Classroom Teachers			
		<input type="checkbox"/> CSP	Tutorial Teachers			
	3. Grade level teams will meet with content area SIS's and administration to disaggregate grade level and teacher data (benchmarks/DRA) so that adjustments and refinement can be made in the delivered curriculum.					
	(continued)					

3	(continued) Intervention	<input checked="" 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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant principal Instructional Team Admin. SIS's Intervention Spec. Diagnostician Counselor Classroom Teachers Tutorial Teachers	Teacher Data Binders Benchmarks Curriculum & Instruction Portal Title I Tutoring - \$6000	Observation Surveys (fall/mid-year) DRA/EDL (fall/mid-year) Benchmarks (fall/mid year) TAKS Release Test Report Cards (each 9 weeks) Progress Reports (each 9 weeks) ESOL Addendums (each 9 weeks) Lesson Plans	Observation Surveys (end of yr.) DRA/EDL (end of year) TAKS Report Cards (cum. grades) ESOL Addendums (each 9 weeks) TELPA Lesson plans Requisitions
	4. Every child at risk of failing TAKS or his/her grade level will be provided additional support by highly qualified teachers and specialists during the day , during our after school program, and/or during our summer school program. 5. Individual teachers will plan for and implement daily small group instruction in the core curriculum areas so that instruction can be tailored to the needs of the individuals in each class.					

4	Career Day	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Assistant Principal Classroom Teachers	Community Volunteers Hospitality for volunteers	Date on master calendar (August) Letter from parents on student aspirations and dreams (September)	Sign -in sheet for volunteers (May) Student survey on careers/colleges (May)
	1. Every fourth and fifth grade student at SBE will participate in an annual Career Day so that they can interact with current professionals and further investigate at least three careers of interest to them.					

5	University Shirt Day	<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	Addition to SBE Parent Handbook in August Flyer explaining to parents	Dates on master calendar (August) Letter from parents on student aspirations and dreams (September)	Student survey on careers/colleges (May)
	1. The first Wednesday of every month, the staff at SBE will be encouraged to wear a university T-shirt or sweatshirt to open conversations about colleges and to act as role models for the students.					

Student Performance

Campus Goal: Spring Branch Elementary will promote a strong foundation in character development and ethics throughout the school year.

Campus Objective: 100% of all Spring Branch Elementary 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>
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1	<p><u>40 Developmental Assets</u></p> <p>1. Review a the 40 Developmental Assets with staff by June of 2009.</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>Counselor</p> <p>SEL Committee</p>	<p>40 Developmental Assets Handout</p>	<p>Overview training date on master calendar</p> <p>Sign-in sheet for date of training</p>
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2	Character Education Programs	<input type="checkbox"/> CNA	Counselor	District brochure for Character without Question	Teacher nominations (monthly)	Character without Question Celebration (End of year)
	Continue providing programs that reinforce character education and strong ethical behavior for students.	<input type="checkbox"/> SRS	Administration	Bulletin board in main office and main hallway	Meeting of Spotlight Kids Committee (monthly)	Bulletin Boards with all Spotlight Kids (End of Year)
	1. Spotlight Kids -Highlight one student each month who exemplifies strong ethical behavior as defined by the district in the Character without Question brochure.	<input type="checkbox"/> QS		Spotlight Kids Committee	Bulletin Boards with Spotlight Kids (monthly)	
	2. Classroom Counseling - The counselor shall provide one lesson a month in each classroom highlighting the characteristics defined by students previously selected for "Character without Question".	<input type="checkbox"/> PD	Librarian		Morning Announcement Schedule (weekly)	
	3. Character without Question - Honor one student at the campus and district level who demonstrates strong ethical behavior all year.	<input type="checkbox"/> PI			Lesson plans for counseling lessons	
		<input type="checkbox"/> T				
		<input type="checkbox"/> TDA				
		<input type="checkbox"/> MTA				
		<input type="checkbox"/> AQT				
		<input type="checkbox"/> CSP				

3	Discipline with Love and Logic	<input type="checkbox"/> CNA	Administrative Team	Nine Essential Skills for Love and Logic-Curriculum	Revisit of belief statements during August professional development.	Revised statement in handbook
	1. Revisit/refine schoolwide belief statements regarding student discipline.	<input type="checkbox"/> SRS	Gabby Cruz (Lead teacher)	Becoming a Love and Logic Parent-Curriculum	Training dates for staff on master calendar by October 1.	Updated belief statements
	2. Provide in depth training of Discipline with Love and Logic for teachers.	<input type="checkbox"/> QS		HA+ \$6280	Training dates for parents on master calendar by October 1.	Teacher survey
	3. Provide in depth training of Discipline with Love and Logic for parents	<input type="checkbox"/> PD	Counselor			Parent survey
	4. Train additional staff members (2) and parents (2) to become certified facilitators for Love and Logic.	<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				

Student Performance

Campus Goal: Spring Branch Elementary will provide students in grades two through five opportunities to participate in after-school activities.

Campus Objective: 1) Spring Branch will maintain an enrollment of 90 students in our after-school enrichment activities throughout the academic school year. 2) Spring Branch Elementary will maintain an enrollment of 65 students in our after-school enrichment program during summer school.

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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<p>1 After School Program</p> <p>1. Provide after school enrichment services for students 5 days per week in order to develop the academic as well as the social/ emotional aspects of the students while providing childcare for working parents. Activities to include:</p> <ul style="list-style-type: none"> *Tutoring/homework help *Book club *Math club *Handbells *Service learning (knitting) *Science investigations *Scouts *Organized sports *Ballet folklorico *Hip Hop Dance *Service Learning 	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>After School Program Coordinator</p> <p>Instructional Team</p> <p>Admin</p> <p>SIS's</p> <p>Intervention Spec.</p> <p>Diagnostician</p>	<p>21st Century Learning Grant (\$130,000)</p> <p>Title I Overtime - \$7500</p> <p>ADM data</p>	<p>21st Century Grant Rosters/Attendance</p> <p>Student Leadership Team</p> <p>Benchmarks (each nine weeks)</p> <p>Report Cards (each nine weeks)</p>	<p>Cumulative attendance report</p> <p>Parent surveys (April)</p> <p>TAKS results</p> <p>End of yr. benchmarks</p> <p>Student performances (April)</p>
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Safety

Campus Goal: Spring Branch Elementary will continue to nurture a culture of safety and respect.

Campus Objective: 1) 100% of SBE staff will be trained and participate in required yearly EOP (Emergency Operation Plan) drills. 2) Spring Branch Elementary will provide student programs that promote safety for students.

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	<p><u>Emergency Operations Plan</u></p> <p>1. Spring Branch Elementary will continue with all required drills and policies as defined in the campus Emergency Operations Plan (EOP).</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</p> <p>Assistant Principal</p>	<p>Emergency Operations Plan</p>	<p>Training date for Emergency Operations Plan (August)</p> <p>Monthly log of drills (monthly)</p>	<p>Log of complete drills (May)</p> <p>Sign-in sheet from EOP training (August)</p>
2	<p><u>Student and Parent Safety Programs</u></p> <p>1. We Help Ourselves (WHO) - Provide safety training for first grade students using the WHO curriculum</p> <p>2. Provide gang awareness training and conflict/resolution training for fourth and fifth grade students.</p> <p>3. Provide gang awareness training for the parents of fourth and fifth grade students.</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>Counselor</p> <p>Junior League</p> <p>Victor Gonzalez</p>	<p>WHO Curriculum</p>	<p>Set dates for WHO on master calendar by October 1.</p> <p>Weekly meeting of Hermanos/Hermanas</p> <p>Set date for parent training on master calendar by October 1.</p>	<p>Parent survey on safety</p> <p>Student survey on safety</p> <p>Sign-in sheets</p>

Operations

Campus Goal: All Spring Branch Elementary resources will be aligned with our CIP and student achievement.

Campus Objective: Spring Branch Elementary will utilize 100% of our finances to support our CIP 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>
1. Continue to tie all expenditures to the the District Five Year Plan and the Spring Branch Elementary Campus Improvement Plan.	<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 After School Program Coordinator Campus Improvement Team	General Budget Title 1 Budget Houston A+ Challenge Budget AMI Budget 21st Century Budget	Budget Ledgers (monthly)	Budget Ledger (end of year)

Community

Campus Goal: Spring Branch Elementary will continue to build partnerships among students, staff, parents, and the community in an effort to enhance student achievement.

Campus Objective: Spring Branch Elementary will engage at least 90% of our parents by offering three different venues to participate: volunteer experiences, social events, academic events.

5 Year Plan Goal

Students, parents, and the community will be active partners with educators in students' education.

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
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<p>1 <u>Volunteer Experiences</u></p> <p>1. Spring Branch Elementary will invite every parent to sign up to be a volunteer in at least four ways: Meet the Teacher, first day folders, parent conferences, and personal phone calls.</p> <p>2. Spring Branch Elementary will firmly adhere to SBISD volunteer policy.</p> <p>3. Spring Branch Elementary will celebrate their volunteers at a volunteer reception.</p> <p>4. Spring Branch Elementary will provide a parent room in a temporary building (not within the gated campus) allowing ALL parents an opportunity to work with and for the school .</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</p> <p>Assistant Principal</p> <p>Support Specialist</p> <p>Classroom Teachers</p> <p>Communities in Schools</p>	<p>Paper volunteer applications</p> <p>Online applications</p> <p>V-Soft</p> <p>Title I \$1711</p>	<p>Monthly update of volunteer database</p> <p>Sign-in sheets (on-going)</p>	<p>Volunteer database (end of year)</p> <p>Sign-in sheets (on-going)</p> <p>Phone logs (end of year)</p>
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2	Academic Events	<input type="checkbox"/> CNA	Principal	TEKS Guides	Sign-in sheets	TAKS results
	1. Host a literacy night highlighting curriculum, student projects and ways parents can support reading and writing at home.	<input type="checkbox"/> SRS	Assistant Principal	District Grading Guidelines	Parent Surveys	TELPAS results
	2. Host a math/science night highlighting curriculum, student projects and ways parents can support real life investigations at home.	<input type="checkbox"/> QS	School Improve. Specialists	Information pamphlets for SSI	Student report cards (each 9 weeks)	Student report cards
	3. Conduct a TAKS/SDAA meeting to be held in the fall or early spring for families with students in grades 3-5 to inform parents of the Student Success Initiative (SSI), district/state assessment expectations, monitoring procedures, and interventions.	<input type="checkbox"/> PD	Classroom Teachers	TAKS Home Study Guides		
	(continued)	<input checked="" type="checkbox"/> PI		Parent U		
		<input type="checkbox"/> T		Title I \$1675		
		<input type="checkbox"/> TDA				
		<input type="checkbox"/> MTA				
		<input type="checkbox"/> AQT				
		<input type="checkbox"/> CSP				

2	(continued)	<input type="checkbox"/> CNA	Principal	TEKS Guides	Sign-in sheets	TAKS results
	Academic Events	<input type="checkbox"/> SRS	Assistant Principal	District Grading Guidelines	Parent Surveys	TELPAS results
	4. Conduct parent teacher conferences for all students in October.	<input type="checkbox"/> QS	School Improve. Specialists	Information pamphlets for SSI	Student report cards (each 9 weeks)	Student report cards
	5. Conduct grade level make and take sessions to support literacy and math in the early childhood classrooms.	<input type="checkbox"/> PD	Classroom Teachers	TAKS Home Study Guides		
	6. Provide 5 parent scholarships for the SBISD Parent University.	<input checked="" type="checkbox"/> PI		Parent U		
		<input type="checkbox"/> T		Title I \$1675		
		<input type="checkbox"/> TDA				
		<input type="checkbox"/> MTA				
		<input type="checkbox"/> AQT				
		<input type="checkbox"/> CSP				

Social Events	<input type="checkbox"/> CNA	Principal	PTA committees	Calendar of events (monthly)	Sign-in sheets (per event)
3 The parents and teachers (PTA) will continue to work together to provide a variety of events which nurture positive relationships between the home, school, and community.	<input type="checkbox"/> SRS	PTA Board			
Events will include but will not be limited to: *Meet your Teacher *Join your child for lunch *Game Night *Carnival *Holiday programs *Classroom Celebrations *Fifth Grade graduation	<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				

People

Campus Goal: Spring Branch Elementary will continue to support all teachers and build individual capacity of staff (through professional development) so that we remain an employer of choice.

Campus Objective: 1) 100% of all Spring Branch teachers will meet the SBISD and SBEC guidelines for professional development. 2) Spring Branch Elementary will focus 100 % of our campus professional development on the needs of our staff and students.

5 Year Plan Goal SBISD, as the employer of choice, will recruit and retain the best people by rewarding excellence and providing opportunities for continual growth.

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
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1	Language Arts	<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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal LA School Improve. Specialist Bilingual Intervene. Specialist Houston A+ Grant Coordin. Classroom teachers	Houston A+ \$14, 230 Title I Prof. Services - \$5000 Subs - \$1500 Prof. conferences - \$675 Consultant- S. Harvey LA School Improvement Specialist Bilingual Intervention Specialist Comprehension Toolkits	Training Agendas and sign-ins Lesson Plans (weekly) DRA/EDL scores (begin./mid year) Reading and writing benchmarks Walk-throughs	Lesson Plans (weekly) DRA/EDL scores (end of year) Reading and writing (spring) Summative Appraisals PDLC Transcripts
	Cognitive Strategies					
	Hire Stephanie Harvey to train staff and community volunteers on cognitive strategies and refine the use of Comprehension Toolkits in the area of nonfiction reading and writing.					
	Literature Circles					
Conduct a book study about literature circles with the intermediate grade teachers						
(continued)						

1

<p>(continued)</p> <p>Language Arts</p> <p>Teacher Support Provide substitutes for teachers to observe peers implementing engaging literacy lessons.</p> <p>Provide substitutes to allow grade levels to meet for data disaggregation, curriculum mapping, and refined instruction based on student needs</p> <p>Purchase supplemental reading materials and manipulatives to support literacy.</p> <p>Visiting Author Contract an author to model for students.</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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal Assistant Principal LA School Improve. Specialist Bilingual Intervene. Specialist Houston A+ Grant Coordin. Classroom teachers</p>	<p>Houston A+ \$14, 230</p> <p>Title I Prof. Services - \$5000 Subs - \$1500 Prof. conferences - \$675</p> <p>Consultant- S. Harvey</p> <p>LA School Improvement Specialist</p> <p>Bilingual Intervention Specialist</p> <p>Comprehension Toolkits</p>	<p>Training Agendas and sign-ins</p> <p>Lesson Plans (weekly)</p> <p>DRA/EDL scores (begin./mid year)</p> <p>Reading and writing benchmarks</p> <p>Walk-throughs</p>	<p>Lesson Plans (weekly)</p> <p>DRA/EDL scores (end of year)</p> <p>Reading and writing (spring)</p> <p>Summative Appraisals</p> <p>PDLC Transcripts</p>
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2

<p>Math</p> <p>Provide professional development that increases knowledge and skills related to mathematics.</p> <p>Problem Solving Provide professional development on each of the problem solving strategies used within the Exemplar program.</p> <p>Teacher Support Provide substitutes for teachers to observe peers implementing engaging math workshop lessons.</p> <p>Provide substitutes to allow grade levels to meet for data disaggregation, curriculum mapping, and refined instruction based on student needs</p> <p>Purchase supplemental materials and manipulatives to support math instruction.</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>Principal Assistant Principal Math School Improve. Specialist Bilingual Intervene. Specialist Houston A+ Grant Coordin. Classroom teachers</p>	<p>Houston A+: \$3263</p> <p>Title I Subs - \$1500 Prof. conferences - \$675</p> <p>Math School Improvement Specialist</p> <p>Bilingual Intervention Specialist</p> <p>Exemplars Modules</p>	<p>Training Agendas and sign-ins</p> <p>Lesson Plans (weekly)</p> <p>Math checkpoint tests</p> <p>Benchmarks</p> <p>Walk-throughs</p>	<p>Lesson Plans (weekly)</p> <p>Benchmark/TAKS scores (end of year)</p> <p>Summative Appraisals</p> <p>PDLC Transcripts</p>
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3

<p>Science</p> <p>Professional Development Provide professional development that increases knowledge and skills related to science instruction as provided by the district and region.</p> <p>Send a school representative (SIS) to the intensive Rice Elementary Model School Lab to build capacity for onsite science training.</p> <p>Attend district professional development specifically addressing the use of technical vocabulary in the area of science.</p> <p>Science Intervention Specialist Utilize a full-time Science Intervention Specialist to provide customized training to individual teachers or teams of teachers.</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	Principal Assistant Principal Science Intervention Specialist Classroom Teachers	Title I Subs - \$1000 Prof. conferences - \$650 District Science Administrator Science Intervention Specialist GLAD Trainers and materials FOSS Trainers and materials	Lesson Plans (weekly) Minutes of planning meetings with Science Intervention Specialist Checkpoint tests (monthly) Benchmarks (fifth only)	Lesson Plans Benchmarks (Spring) TAKS (fifth only) Teacher Survey PDLC Transcripts
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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>
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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	Teacher Data binders	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data
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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 Teacher Data binders	Running records Miscue analysis Reading inventory	Spring DRA Evaluation Running records
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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	AEP's Teacher Data Binder Tutoring Plan	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.
	Conduct nine week data conferences with individual teachers.					

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. Title I - \$5000	Evaluate the level of technology integration each semester lesson plans each semester Documentation for examining levels of integration and training	* End-of-Year data analysis as compared to previous year's data
	Focus this year on ACTIVboards in fourth and fifth grade as well as in the library.					
	Continued focus on the C&I portal as a planning tool and resource for appropriate technology projects.					

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 \$ _____ SDFSC Staff Reg. IV Tobacco Rev. Spec Community Professionals	Parent and Student Referrals & teacher referrals Monthly Lesson Plans Weekly	-PERMS 425 Incident Report -Yearly analysis of Prof. Dev. Evaluations -Yearly analysis of Staff Survey
	*Defining Bullying *Conflict/Resolution *Counseling Groups					

6	(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	Principal Spec. Ed. Campus Support Staff	Campus LRE ratio per grading period Spec. Ed. Admin. Team	Log tracking by diag entries required LRE campus ratio	LRE campus ratio annual report PDLC Transcript
		<input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	*Cluster SPED students for appropriate inclusion settings *Schedule support according to IEP *One grade level rep to attend inclusion training.			
Required						
Federal						

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) Modified in 08-09 to evaluate TAKS, TAKS Accommodated, TAKS Modified, and TAKS alt and performance of students based on IEP and state standards by grade level	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input 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 for 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 Array/PD Survey Teacher Appraisals/ Teacher walk through observations.
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13	Develop, monitor and evaluate campus volunteer/partnership programs that include: recruitment training/support recognition of volunteers/partnerships	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. 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)
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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	<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	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	CIS Parental Involvement Comm. CIT Title I Contact	Ext. Funding/Compliance Department	Flyers, Agendas, Sign- ins per meeting Minutes, Parent Comments per meeting Final revised Compact Fall Signed Compact Fall	Final Revised Compact Signed Compacts Compact usage data
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16	Promote parent and community involvement in TAOD and violence prevention programs/activities.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal	SDFS Staff Local Law Enforce. Off. Community Professionals	Agendas, Sign-Ins per training Training Evaluations per training	Participant Rosters Program Calendar Parent Evaluations Surveys
Required						
Federal						

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 per meeting Minutes, Parent Comments per meeting	# of parents attending Parent evaluation or survey
Required						
Federal						

18	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff. SBE will participate in the BTIM grant to provide quality support for teachers in their first three years of teaching.	<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	Required	<p>Transition</p> <p>PK/Kinder</p> <p>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. Activities to include kinder round up, meet the teacher and a PK field trip from Bear Blvd.</p>	<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
			Federal	<p>Fifth to Sixth</p> <p>5th grade teachers will visit SBMS and 6th grade teachers will visit the SBE in the fall, and then they will debrief with a facilitator from central office, SBE parents will take a district sponsored field trip to the SBMS to preview the facility and experience a middle school event such as a basketball or volleyball game.</p>			

21	Required	<p>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.</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	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
			Local				

22	Required	<p>Gifted and Talented</p> <p>In collaboration with specialists in the content areas, implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>In addition, SBE will participate in a pilot program enriching the education of a talent pool through specialized instruction.</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	Principal Assist. Prin. School Improvement Specialists Classroom Teachers GT Liaison Counselors	Dir. of Adv.Acad, Studies Teachers School Improvement Spec. GT Liaison	Lesson Plans weekly Report Cards 6 or 9 weeks Curriculum outlines quarterly Benchmarks 9 weeks	End of year report cards TAKS scores District or campus evaluation surveys
			State				

23 Required	Conduct annual G/T screening by following the districtwide procedures for nomination, screening, and selection of students. Emphasis on finding and identifying minority GT students, low SES GT students, and those students showing great potential but who are difficult to identify as intellectually gifted.	<input type="checkbox"/> CNA	Principal Assist. Prin. Counselor	G/T Screening Proc. Manual TX State GT Educ. Plan Dir. Adv.Acad.Studies District Personnel Parents/Teachers/Staff	Student nominations- per district GT calendar G/T participation rosters- per semester Ethnicity reports- per semester Screening results per Dist. calendar	Student nominations per district GT calendar G/T participation rosters per semester Ethnicity reports per semester Screening results per district calendar		
		<input type="checkbox"/> SRS					<input type="checkbox"/> QS	<input type="checkbox"/> PD
State								

24 Required	Utilize specialist(s) to assist with supplemental At-Risk services in the content areas: *Language Arts *Math *Science *Social Studies *Other includes: ESOL support, Reading Interventional specialist	<input type="checkbox"/> CNA	Principals School Improvement Specialists	SIS's (LA and Math) Intervention Specialists Title III	Obs. S., DRA/EDL,QRI- (fall & md yr) Released TAKS (fall) Benchmarks (9 weeks) Report Card (9 weeks) Progress Reports (9 weeks) Eng. Acquisition Measure (periodic)	End-of-Year Obs.S.,DRA/ EDL,QRI RR/DLL Report Annual IPT TAKS RPT End-of-year report cards Spring Benchmarks		
		<input type="checkbox"/> SRS					<input checked="" type="checkbox"/> QS	<input type="checkbox"/> PD
State and Federal								

25 Required	Identify at risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, TAKS support, bilingual material After-school tutorials Summer School Computer assisted instruction includes: Compass, Plato, Larsens Math, Fast Math	<input type="checkbox"/> CNA	Principal Team Leader School Improvement Specialists Intervention Specialists	SCE \$ 4770 Title III	Obs. S., DRA/EDL,QRI- fall & md yr Released TAKS fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic Identify At-Risk students fall	End-of-Year Obs.S.,DRA/ EDL,QRI RR/DLL Report Annual IPT TAKS RPTE End-of-year report cards Spring Benchmarks		
		<input type="checkbox"/> SRS					<input checked="" type="checkbox"/> QS	<input type="checkbox"/> PD
State and Federal								